DOCUMENT RESUME

ED 094 212 CE 001 734

TITLE	Career Education Activities Through World of Work Resources.
INSTITUTION	Northern Illinois Univ., De Kalb. ABLE Model Program.
SPONS AGENCY	Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.
PUB DATE	72
NOTE	160p.
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	*Career Education; Class Organization; Classroom Arrangement; Classroom Environment; Community Support; Curriculum Development; *Learning Activities; Models; Primary Grades; Program Planning; *Resource Materials; Secondary Grades; Staff Improvement; *Teacher Role; *Teaching Guides
IDENTIFIERS	*ABLE Model Program

ABSTRACT

"Written with the teacher's imagination in mind," this seven-chapter career education booklet's aim is to help teachers reorganize classroom activities. The booklet stresses: "One small step by teachers who thoughtfully plan...what they teach is worth more to a school system than a highly polished superstructure that is difficult to energize." A major, 50-page resource portion focuses on occupations as "organizing centers" for instruction; occupational content gives the teacher a variety of instructional choices for life-centered activities such as building, the bakery, post office, telephone, bank, newspaper, and jewelry. Occupations are presented as step-by-step models to aid teachers in learning activities for each job. Chapter headings are: ABLE Model Program Materials; Classroom Activities (focused on career education in language arts, social studies, science, math, value clarification); Utilizing the Community; Questions and Answers (workshop and interviewing, staff development); Career Education Through Teacher Planning; Planning; Planning Models; and Information About Occupations. Sample forms, flow charts, and organizational tables are included. (NH)

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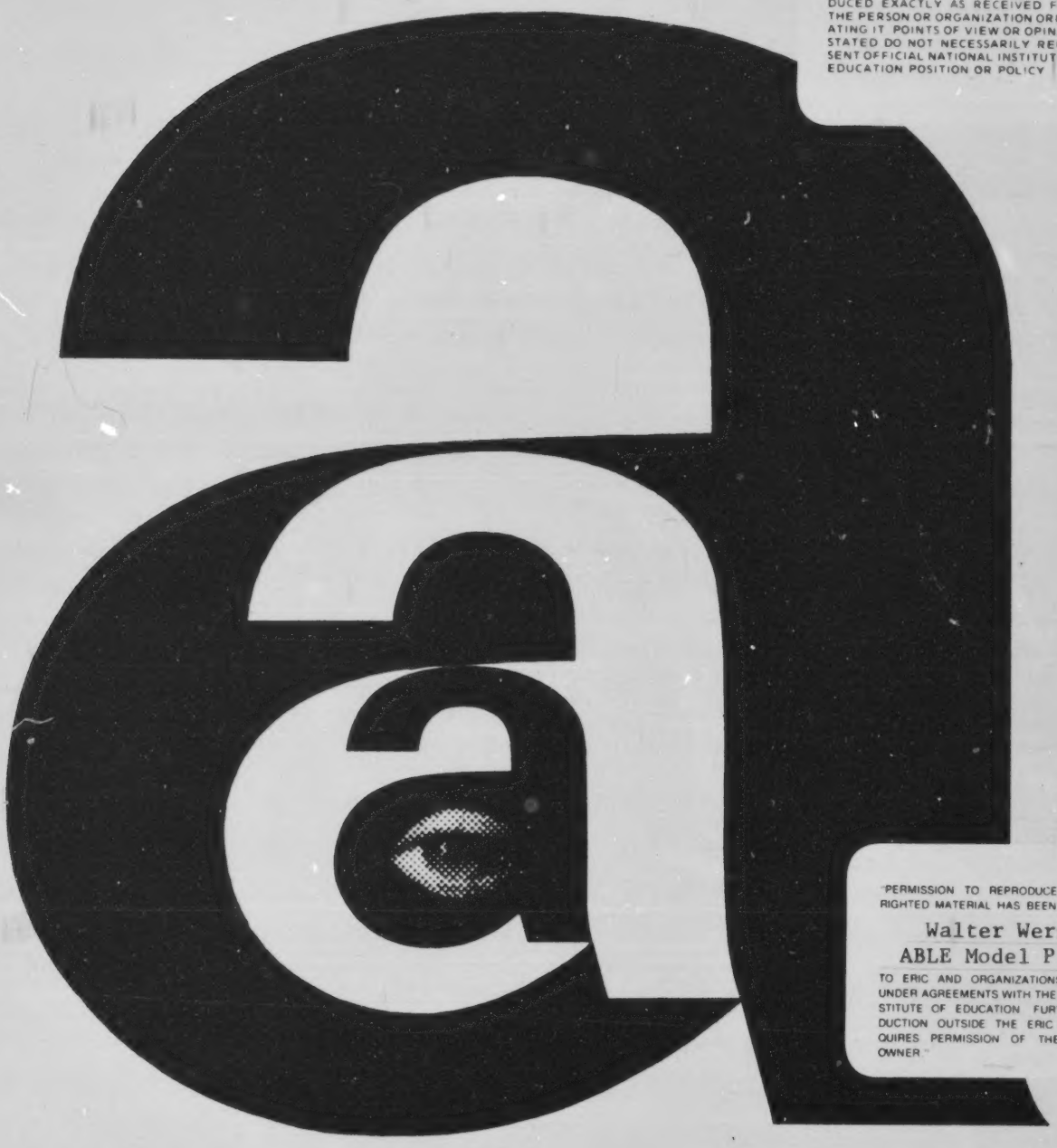

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Career Education Activities through World of Work Resources

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Career Education Activities through

Library of Congress Catalog Card Number: 72-589

Northern Illinois University, DeKalb, 60115

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Printed in the United States of America

ED 094212

World of Work Resources

Prepared by

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MODEL PROGRAM

NORTHERN ILLINOIS UNIVERSITY

DeKalb, Illinois 60115

in cooperation with

The Division of Vocational/Technical Education

Board of Vocational Education and Rehabilitation

State of Illinois

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Many people are writing curriculum guides, resource units, and putting together material which will help teachers focus upon the World of Work. We felt we could be of service to curriculum specialists who are helping teachers to reorganize classroom activities by gathering practical ideas from many sources and presenting them in one useful package.

Although we have some suggestions for the process of curriculum development based upon our experience in implementing Career Education activities and programs, we have only sketched how a school district might utilize committees, visitations, workshops, or consultants. Involvement is the key. The curriculum planner knows teachers have to be active participants in the renewal process.

Several brochures used in our research and development project illustrate specific performance. The practical suggestions have been appreciated by classroom teachers concerned with the details of management. We've organized the material in sections so that parts can be lifted and then amplified to local needs and resources.

Many school administrators will aim for a coordinated, articulated plan for the entire school spectrum K-12. This resource unit for those who are planning curricular renewal for their school districts is only a beginning. It does not propose a master plan for all teachers within the system.

One small step by teachers who thoughtfully plan, implement, and evaluate what they teach is worth more to a school system than a highly polished superstructure that is difficult to energize.

The end product should be what happens to the child. Therefore, what follows has been written with the teacher's imagination in mind. What the teacher thinks about instruction is reflected in how the teacher relates to the child.

Each new lesson or unit taught will add to the background of the teacher. Those who produce their own resource booklets should design activities so teachers can try out ideas as soon as possible. The teacher learns by doing, too. Booklets describing the actual lessons of the teachers are helpful because they build identification with the work of the practicing teacher.

A curriculum specialist's work to help teachers share what they have done should be just as thoughtfully planned and executed as the work to motivate new directions and set higher standards.

The frame of reference which follows is our attempt to share some of the most practical ideas we've come across. Let us know what you need to develop a vigorous program of meaningful activities and we shall try to be relevant to your needs.

Dr. Walter Wernick
Project Director

Carol Allen, 1971-72
Mary Begley, 1970-71
Mary Anne Boies, 1971-72
Jerry McLaughlin, 1971-72
Barb Prendergast, 1970-71
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Janet Whealon, 1971-72

able
MODEL PROGRAM

Materials developed by the research and development efforts of project staff working upon *ABLE Model Program* are included in this introductory section.

Funded by the Division of Vocational and Technical Education, State of Illinois, as *The World of Work as an Organizing Center for the Curriculum of the Elementary School*, our headquarters are at Northern Illinois University. From there we have sought to develop a theory of practice with participating teachers in selected school districts in the northern part of the state. Ideas have been developed, tested, refined, transformed, and evaluated in a variety of classroom settings.

The activities of the project are still in process, but several concepts and activities have already proven helpful. They are included to suggest practical ways to plan, implement, and evaluate Career Education instruction.

The project also acts as a clearinghouse for the World of Work activities and we trust school districts will send along copies of their Career Education curriculum guides to:

ABLE Model Program
Northern Illinois University
DeKalb, Illinois 60115

Those who want special consultant help for an elaboration of specific concepts or for problems unique to their localities may call 815-753-1959 for assistance. Workshops and other in-service programs can be developed cooperatively.

By Dr. Walter Wernick
(Reprinted from the March 1972
NEWSLETTER, Department of Program
Innovations and Pupil Personnel
Services, Office of the
Superintendent of Public Instruction

What holds the elementary school together? What energies pull towards the center? What can the teacher use as a heart for the curriculum?

ABLE Model Program, a newly funded research and development project at Northern Illinois University, is attempting to build a visible model with *The World of Work as the Organizing Center for the Curriculum of the Elementary School.* The research team believes that the study of occupations can be a suitable place to start instruction for young children. With public school districts and the University School, "content" opportunities of occupations are being identified and linked to other significant areas of the traditional curriculum.

The rationale has been suggested by many educational reformers but never organized into an instructional plan of this magnitude. ABLE Model Program is attempting to build a "visible" teacher, one whose planning, implementation, and evaluation are based upon performance criteria. An attempt will be made to place this teacher in "visible" settings so that support systems which aid the teacher's instructional program are also available for review. Accent upon the teacher's drawing upon the resources of the school and community should enable the "systems" approach to portray new dimensions of an elementary school teacher's work.

Children have a natural interest in seeking contact with working adults. Their wonder of what the future holds for them and their active search for worthwhile expression thrusts them into positive learning roles. A progression from human forms (adult roles) to abstract knowledge (subject matter) appears natural; yet our schools often mirror everything except natural life processes. How often do we find educational planning a mere patchwork quilt of assorted subjects and schedules?

Since living forms evoke maximum stimuli and also contain within themselves the heritage of our civilization, *the study of occupations* affords an excellent vehicle for management of motivations and content. Effective teachers have to be relevant to the lives of learners as well as to their contemporary culture. With *organizing centers formed from life-centered activities*, teachers can plan, implement, and evaluate such relevant instruction with confidence.

ABLE Model Program is not after a total program, nor is it attempting to add on to an already crowded schedule of subjects. Its mission is to describe a viable heart.

Imagine the potential within life-centered organizing centers!

As children study occupations, they receive "occupational information" and have many opportunities to develop and change their career choices. Exploratory, academic, and sharing activities all contribute to the development of a self-concept shaped from the authentic actions of adults.

Children can "choose" jobs many times, roleplay situations to incorporate affective content, and review consequences resulting from the direct experience of others. Within such opportunities, their performance is open, subject to guidance from the teacher and available for parent comment. The built-in features of the new approach help children to understand themselves as well as to learn about the world of work.

ABLE Model Program is offering a more effective heart for an elementary school. What organizing center holds together your instructional activities?

An organizing center depends upon a teacher's imaginative view of instruction. Each teacher's imagination produces a form. This form, based upon a person's individual talents and experiences, is important because it subsequently shapes the teacher's force and variety of activities, time intervals, and levels of expectation.

Narrowing a plan zeros in on specific resources and specific target behaviors. Conversely, enlarging a teacher's plan opens up energy potentials for all concerned.

Whatever the size of one's undertaking, however, *a plan that rests comfortably upon a personal base is usually most productive.* A plan in which imagined teaching energies are acceptable to one's own professional self-concept can shape ideas and organization into vigorous images . . . and actions.

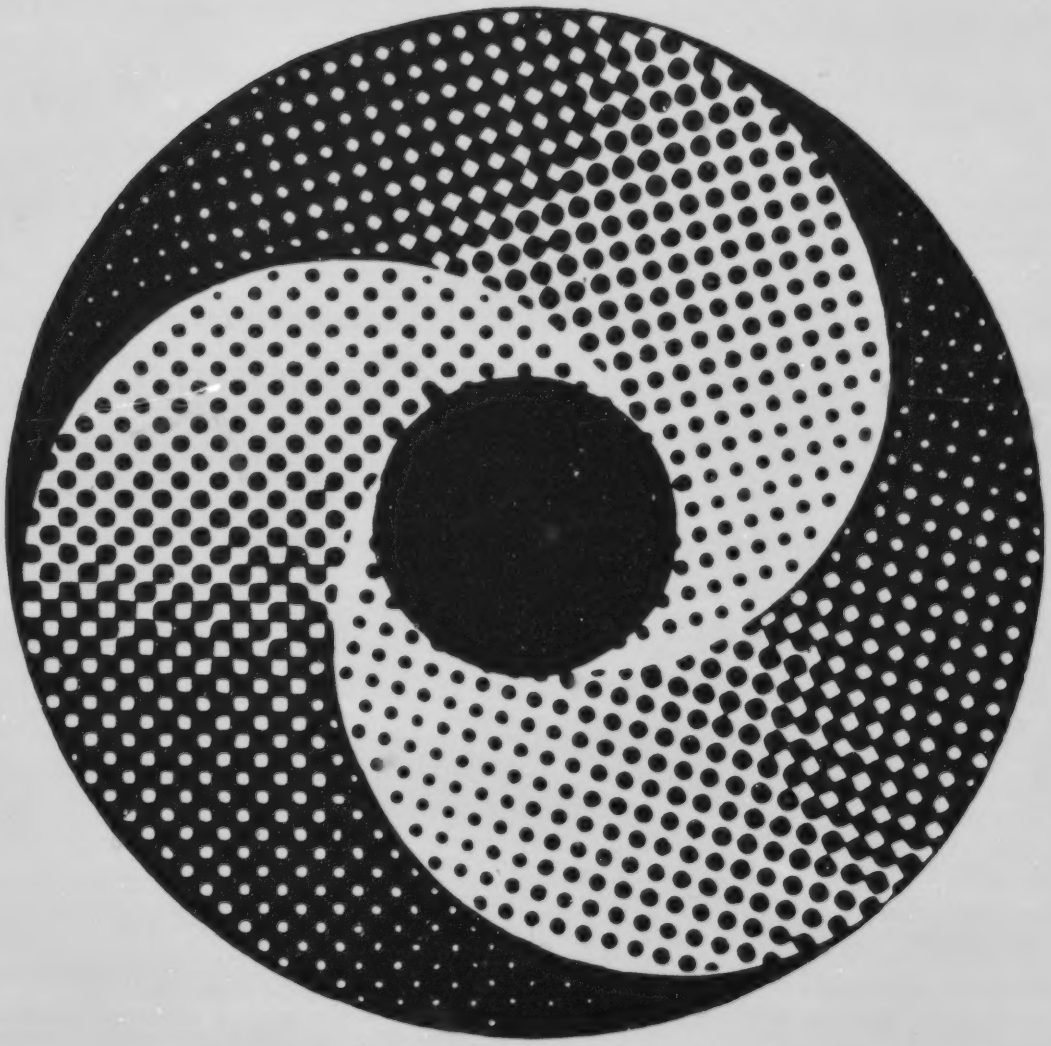
Effective *thinking* and effective *teaching* are more closely related than usually believed. If we link the two activities, *thinking like a teacher* and *performing as a teacher*, within one form, we shall have a powerful instrument for communication about teaching. We have tried to develop this instrument by using *the organizing center concept.*

Our common ground gives us a place to start, a base from which we can safely venture to restructure and recreate, and a center from which we can reform instructional processes. More relevant and more effective teaching is our aim.

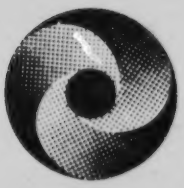
Effective teachers think and plan *elastically*, appropriate to what needs to be done. We hope that our *form of an organizing center* helps stretch or shrink teaching plans to fit the needs of specific instructional stiuations.

Now on to the wave currents of our mind. The questions below set a frame and should help us get started.

- ACCESSIBILITY: What materials and services can be available to the learner?
- MOBILITY: What content areas (skills, facts, attitudes, etc.) emerge from this idea?
- ACCOMPLISHMENT: What can the learners do?



ACCESSIBILITY



1. What materials can a child use in the daily course of instruction? When a decision allows one child free access and excludes others, what reasons lie behind the selection? (maturity, skill development, social manners, interest)

2. Where can a child go to study? To organize? To practice? How are the places different?

3. What different sensory stimuli can the child encounter? (printed page, voice, film, touch)

4. What tools can the child use to uncover information? (card catalogue, thesaurus, telephone) When? With whom?

5. What human talent can come into contact with the child? Can the contact take place during school hours? Is the child expected to observe or interview talent outside the school?

6. How is the child encouraged to make his own thoughts and feelings accessible for his own reflection and/or action?

MOBILITY

1. Can the content build upon overt interests of the children? Can new interests be generated? Can individuals work upon the ideas and skills at their own pace? To their own accomplishment level?

2. Can the reason for instruction of this area (fact, skill, attitude) be clear to the learner? Clear to the parents?

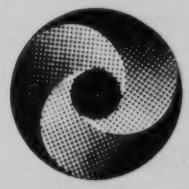
3. When ideas spin out from the center, can they pull together new relationships from past studies? What academic areas can contribute to ongoing learning?

4. Can the complexity of thought and accompanying activities increase as the ideas are studied in depth? Can the concepts and skills be applied to practical tasks?

5. Can the content enable children to encounter the fundamental life activities of their local community? Of their relition? Of their contemporary world?

6. Can the content enable children to delve through time and cultures so as to build an appreciation of their heritage? Can the content have a continuing effect upon the child's self-image as a person who is creating his human biography each new day?

ACCOMPLISHMENT



1. In how many different ways can a child express himself to you? To others in the classroom? To his parents? To others in the community?

2. In what ways can learning efforts be evaluated? Learning achievement? What can the child contribute to the evaluation process?

3. How can the child be encouraged to use different resources? When (and for how long) can he put together his work? Where can he practice? With whom?

4. Can learning efforts be stored in an accessible area? Can the child review and redo his own work.

5. Can others see the child's achievements? Can a child get feedback about how he used media as well as about the content he had to express?

TAKE AN IDEA AND SEE WHERE IT LEADS YOU

By Mary Stell

It was the end of the first week of orientation for our staff and my head was swimming with ABLE's approach to teaching. Teachers' and students' lives would be more enjoyable, meaningful, and so on. Dr. Wernick, the project director, was enthusiastic, but then it was his idea. Chuck Pryor, who had been with the project for a year, seemed pleased with what he had seen as he had worked in various schools.

But the real worth of the idea could only be found in the words of a teacher who had actually tried it with the children as they lived with the nitty-gritty of everyday life in the classroom. Having been a teacher myself, I couldn't be convinced until I had heard how it worked out in practice.

So it was that I appeared at the doorway of Linda Hyyppä's classroom one day after school in early September. Linda had used the idea of the florist as an organizing center last fall. I was told she could be of help to me in writing up a brochure.

After we had introduced ourselves, I told her that I was getting ideas for a brochure on the workers in a floral shop. Her eyes lit up and she began talking about how she had become involved with the idea during the fall semester of the 1970-71 school year:

The whole idea came about when the class was studying living things. The children thought it would be a good idea to plant seeds and watch them grow. So June Hart, my colleague across the hall, and I decided to go along with it. They wanted to learn how to care for the plants so we decided to visit the grower at a greenhouse. The grower was most helpful and the children learned much that goes into producing the flowers sold at the floral shop. But we also found there are good seasons and bad for going to the greenhouse. Fall was not a good time; but around Christmas and Easter were good times.

In the discussion that followed the visit to the greenhouse, the children decided to have a greenhouse sale. They made things to sell and brought additional materials from home.

In the process of setting up the greenhouse the children learned many things needed to finance a new enterprise. They had to have a source of money so a discussion of the need for an initial investment led to the children's each contributing a nickel. This, in turn, brought on a discussion of taking out loans. They had to negotiate with the secretary to get change for the sale. Another decision that required planning was the number of hours they would be open on the day of the sale. When the day came they sold out in one half-hour, so we held a discussion concerning the need for the buyer to predict how much to buy and when to buy for resale.

They made a total of $30. Naturally, there was much talk about how to spend it. Finally, they decided to use it to help stop pollution. An outdoor education teacher who taught in the school was invited to talk with us. The money was used to buy books and filmstrips for the school library.

The children felt so good about the outcome of the sale they wanted to have another sale in the spring. They had learned much from their previous experience so the second endeavor came off more smoothly. This time they made $40 and decided to buy trees for the school yard. A resource person was invited in to advise them on how to buy trees and how to care for them. Since I have a multi-age group, some of the children who were involved last year have already asked to plant seeds this year.

I really think the approach that the ABLE Model Program is advocating is a good one. A teacher can take as little time or as much time as she wishes on the organizing center and the children are so enthusiastic! They learn to make decisions, to plan together, to begin to see the relationship between what they are learning and real life. They are so pleased when a person comes to the class and speaks with them. One of the most rewarding things I learned was that the children thought of the good ideas and made them succeed.

We talked of other things related to ABLE such as the study of art which had led into so many directions. As I drove away from the school, I began to see that such phrases as *"Take an idea and see where it leads you"* and such terms as *"accessibility"*, *"mobility"*, and *"accomplishment"* could exist in the real world.

COMMUNICATE

As you organize how the content of your instruction will be accessible to the children, your plans may include the use of *community talent*. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The following lists of questions may help you, your talent, and your class get started with this important *tool of communication and inquiry*.

One set of questions is designed for children who are learning to interview. It can also be presented to the talent prior to his visit.

The second group of questions is designed for conducting a group or class conference with talent in school or at the resource site.

The depth and quality of the interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Also, motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some talent areas and not to others. However, there is a *commonality to the process of interviewing* and an *ABLE* teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

The last section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

. . . without form and void; and darkness was upon the face of the deep . . . . . .

Does this describe the fear we hold at the onset of each new venture to improve our students' skills and attitudes?

Can the children do it? Will there be some foundation upon which I can build? Will I be able to get this new material across? Which children won't get it? Which ones will need much practice? What if they're not interested? What if there isn't anyone who cares?

Interviewing skills are merely one branch of the great human tree of communicative arts. We've chosen it as a primary performance skill because of its inherent mobility. Once children learn to communicate through the process of interviewing, they enter other worlds of discourse and many realms of meaning.

Interviewing is a vehicle as well as a bridge. It is process and content. It is something that can be taught by itself and something that can be taught by interweaving it within traditional subject matter.

Then why the fear? Why the empty feeling when we approach this foundational activity in our classroom?

Maybe the question should be *"How can I begin?"* A new venture such as this should be initiated in a positive, encouraging setting. Can we design developmental activities for the acquisition of interviewing skills so that first happenings are fool-proof? Motivating? Generative?

If our thinking and your thinking are moving within the same dimensions, then you're probably already shaping practical means and working out specific tactics. Are we thinking alike? Have you arrived at the same beginning that we have?

Planning roleplaying, interviewing situations within the secure learning atmosphere of your classroom, is a safe, sure-fire way to get started. Children will be more free to explore in an environment wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, *your warm support of the child as a learner* will help the light to shine. Then, from trust and self-confidence, appropriate forms of interviewing behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - *roleplaying*. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial.

Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the children's efforts will not dissipate or dissemble when tested by adult characters in real settings.

Tapes of children interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from commercial sources.

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work.)

2. Why did you take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day - even people who are crabby and ill-mannered?

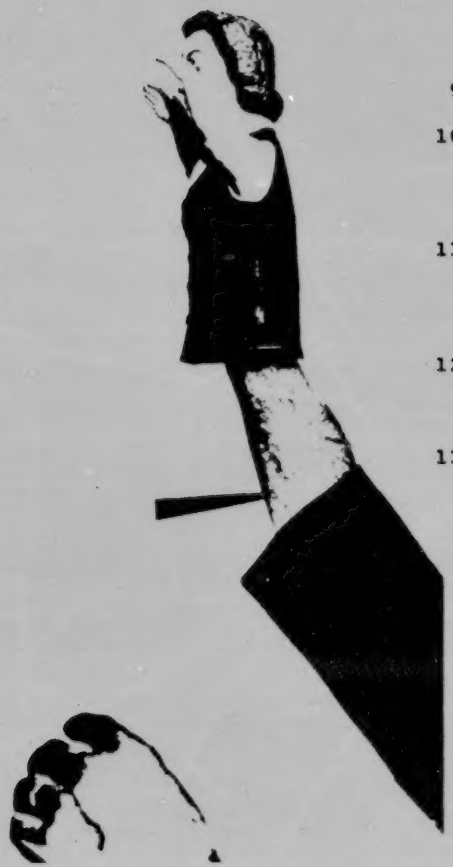
9. What inventions could put you out of work?

10. Are people with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? of losing a lot of money quickly?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?



When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that *the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.*

Familiarize your students with lists of questions such as those we put together. Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer.

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm but *subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.*

Be alert to step in and help facilitate communication if you see either the student or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind children's questions, talent and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy talent (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, over-management of social amenities can produce puppet performances and turn talent sour. *ABLE* teachers, interested in effective affective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

1. What schools did you attend?

2. What is your present job?
   a. How did you get it?
   b. How long have you worked there?
   c. What time did you go to work this morning?
   d. What was the first thing you did?
   e. How long did that take?
   f. What did you do next? (Follow through the entire day.)
   g. Did you do anything yesterday that was different from what you did today? Does that happen often?
   h. What else do you do on your job?
   i. Of all these various duties, which ones take most of your time?

3. What changes have taken place recently? Do you foresee any in the near future?

4. What things do you like most about your job? Least? Are there any hazards?

5. What is the usual starting salary in jobs like yours?

6. What qualifications do you need to get the job? Age? Sex? Height? Weight? Other? Marital Status? Tools? License? Aptitudes? Unions? Discrimination? Veteran? Capital?

7. Preparation? Minimum? Desirable? Time? Cost? Content? Approved schools? Preferred subjects?

8. Supply and demand for workers? Outlook for the future? Advancement?

9. Hours? Regular? Overtime? Evening? Sunday? Holiday? Steady or seasonal?

10. Is there anything we should have asked? What would you like to ask us?

(adapted from material in *Occupational Information* by Robert Hoppock, McGraw-Hill Book Company, 1967.)

Teaching children to inquire from primary sources, *the adults in your community*, builds a firm place for Career Education to begin. Children will be more ready to relate school studies to life-centered activities and more prepared to make appropriate choices for their developing-lives-to-be.

How do you know when children have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations. However, *your view of children's performance will determine an assessment of their progress and achievement.* To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
   a. Does the "interviewer" question with a purpose?
   b. Does the "interviewer" follow a strategy?
   c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing"?
   a. How are the interviewed person's thoughts recorded?
   b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
   a. Are steps in interviewing set out in an orderly manner?
   b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
   a. Are ordinary encounters turned into learning situations?
   b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?
   a. Does he volunteer information about media presentations that highlight interviews?
   b. Does he share what he has experienced (seen, read or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
   a. Are expressions directed to the content of the interview? . . . the studies of the class?
   b. Are expressions directed to the interviewing process?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

In the eyes of the child, teacher planning and teaching performance is perceived as work. The teacher is a live model of an adult worker. What a teacher does (or doesn't do) will convey attitudes about work clearly and forcibly.

How can the work of teaching be made more evident? How can the products of learning - the children's work - be displayed? These questions highlight a concern for visibility, a concern for helping teachers, parents, administrators, community people, and children become more aware of career development and the world of work as significant themes for our public schools.

The following suggests more activities than we expect any one person to be able to manage in a year's time. However, as teachers ourselves, we're quite realistic about the time and energy a teacher can muster after the daily, continuing demands of classroom instruction. We're also well aware that a dedicated "display-minded" teacher could spend full-time just producing materials for our project. In other words, even though our written suggestions may seem formidable, our expectations do adjust to what is possible.

Local resources will suggest the means and ends of your display products. Obviously, if several cameras are available and your talent enables you to manipulate these effectively, your work may be picture-oriented. Each person sees as his own mind's eye allows. However, some displays require very little technical equipment and, as you look over your instructional program, you'll be able to draw out bits and pieces that will fit together. A coordinated assembly of student products is not a difficult task. (Of course, it is helpful if the teacher could have the sketch of a display in her initial plan. Ah! How to get that sketch in the mind's eye --- that's the secret, isn't it?)

Open houses for parents, exhibits for grade level meetings, and other occasions when the work of the teacher is called for, can all be made more vivid with materials that elicit multi-sensory responses. For example, children's work that is important to ABLE Model Program and is also appealing to lay individuals includes:

- stories and pictures about visits with talents or about field trips
- letters to parents by students
- experience charts
- spelling papers
- taped interviews
- compositions
- folders

Projects that involve group cooperation and a sharing of thinking would include:

- picture-story "TV" presentation or chart
- reporting or explanations of work
- exhibits
- dioramas
- mobiles
- plays

Other materials that will help illustrate the work of the teacher are:

- comments of parents and community members on academic performance
- letters written by visiting talent and parents
- letters to parents by teachers
- collages and montages
- lesson plans
- flow charts

The World of Work has enough solid substance to allow a teacher to explore almost any occupation at any grade level. We've picked out a few specific activities and presented them within three groupings: primary, intermediate, and upper levels.

More activities are available, many perhaps better suited to your local needs, but since we're merely trying to give your imagination a place to begin, the ones we chose have very visible objectives and outcomes. As you think through the activities, you'll probably come up with many more elements to design an effective instructional program for your children.

Most materials for teachers include separate lists of objectives and outcomes. *We feel that our suggested activities have these built-in.* However, should you desire to look at objectives and outcomes separately, you may wish to write out what you perceive within those we present. Perhaps your development of these or other activities will be enhanced by close attention to objectives and outcomes. Perhaps not.

Naturally, we feel ABLE ideas presented earlier, especially the teaching of interviewing, are appropriate for all children in the elementary school. In the activities that follow *we assume that the use of interviewing skills is an integral part of the process.*

A developmental program, founded upon basic understandings of how children learn, requires early instruction, much praise and practice, and continued attention to the progress and achievement of each individual learner.

We must remember the planning process matters only in terms of what the child finally experiences.

PRIMARY LEVEL ACTIVITIES

Students can:

1. describe their parents' jobs and tell where they work. (Teacher-made experience charts with questions such as: "What does your father, mother, do? Where does he work? How does he get there? Does he work by himself? What does he do in his job?" help develop language skills.)

2. put together a bulletin board or collage from pictures of their parents' occupations. (If no pictures are available, have students draw what they believe goes on.)

3. roleplay occupations in the classroom. (Use hats and costumes as small props and act out various jobs.)

4. discuss their jobs in the home. (What role does the job play in the family? What jobs would the child like to do? What do they perceive as "work" as opposed to "play"?)

5. tour school and discuss jobs performed by school personnel.

6. make a mural about the community. Include such places as the supermarket, laundry, post office, etc. (Children can cut out pictures from magazines or use actual photos of people they know.)

7. make a diorama of parts of the city or town that hold interest for them. Discuss what people do there. (Arrange coffee hours for parents to see and hear what their children are learning.)

8. seek out easily accessible "workers" to share their talent and experiences. (Select some adults that children may not usually see. Try to have them realize the variety of occupational roles.)

9. discuss *"What I Would Like To Be"* and review reasons. (Introduce the idea that they will have to plan their studies for a career.)

10. cut out pictures of people at work from magazines and newspapers. They may then act out favorite occupations. (Pantomine and puppetry are favorites of young children. This might be a good activity to weave in the idea that people may have to change their occupations during their work life.)

11. visit several places where people work by taking walking tours in the school neighborhood. (Frequent visits will build familiarity with adults and call attention to features of the work they do. You can ask, "How did they get where they are?" to stimulate thinking about the children's futures.)

12. identify and discuss jobs men do, jobs women do, and why certain jobs appear suited more to a particular sex. (See what you can do with equal employment based on sex.)

13. write about any or all of the above activities in picture stories, booklets, class newspapers, etc. (Share these with other classes and parents.)

INTERMEDIATE LEVEL ACTIVITIES

Learning is cumulative. Rarely do we have to start our instruction from a foundation of complete ignorance. If teachers know of and can build from primary activities, their programs will probably be more effective. Every one of the activities presented earlier can be deepened and enlarged at the intermediate level. Reinforcement can allow the child to relive and reflect upon his experience and values.

Mere repetition may be boring and turn children off. However, attitudes may have changed because of increasing maturity. Parents may have changed their jobs. Teachers may have accepted new ideas for their instructional goals. With this in mind, the following activities may awaken interest and move away from routinized procedures.

Students can:

1. make up questions for a quiz show on occupations. (A list of words identifies a job. What is the job?)

2. analyze newspaper ads for discussion of jobs available for men and women. (Discuss "tradition" and new social trends.)

3. plan a hobby show and follow it with a discussion of related occupations. (The presence of adults would bring out the show's credibility.)

4. read through the Yellow Pages to seek out the many different types of jobs available in the community. (Interview a personnel director.)

5. write "What I Want To Be When I Grow Up". (Discuss the features of occupations that appeal to children.)

6. fill out an appropriate Interest Inventory. (Discuss the features of occupations that appeal to children.)

7. play "What's My Line" game with "real" adults or make believe roles. (Discuss the values expressed by the children after the game.)

8. express in writing their own assessment of their abilities and their hopes for potential success as an adult worker. (Include in student's cumulative folder. Be sure no one item stereotypes the child.)

9. use Career Kits to research jobs of interest. Interview appropriate community talent to further investigations. (Introduce career planning of school studies to be chosen in higher grades.)

10. write open-ended compositions about what they like to do for work and play. (Discuss what influences acted upon individuals and why. Build verbalizations of the concepts "work" and "play".)

11. make a bulletin board showing all the people who work in a dentist's office - dentist, dental hygienist, dental assistant, dental laboratory technician, etc. (Discuss workers interacting to accomplish specific tasks.)

12. make a bulletin board display showing all the different places where cooks might work: schools, restaurants, factories, motels, hotels, dormitories, etc. (Discuss mobility of certain occupations.)

13. exhibit various kinds of hardware (doorstops, hinges, doorknobs, drawer pulls) that carpenters have to install. (Discuss versatility of work *within* an occupation.)

By the time a child is twelve he should be able to know how to find out information about the world in which he lives. Concern for the World of Work is natural and if the school has been providing direct experiences with community talent and resources, the child should have a background of knowledge about many occupations.

His skills of inquiry will depend, in part, upon his motivation, but then the converse is true, too. His eagerness to learn more will be greatly influenced by his mastery of inquiry skills.

At this level of schooling, recording, analyzing, synthesizing, and evaluating can be emphasized. Also, increased use of tape recorders, cameras, and slide projectors can aid in the processing of pertinent information and the presentation of reports.

Relating school studies to life-centered activities in the community is an important goal for children this age. High school students who have to be convinced that school studies are relevant to their lives make reluctant scholars. The groundwork has to be prepared at the elementary levels.

Concern for relevance should start as soon as the first lesson of formal schooling begins. Every teacher has to be alert to what can be gained - and what can be lost.

It may seem obvious to say that children can do more at this age, but active, doing children need competent leadership as life in the classroom becomes more complex and closer to adult roles. As interest and effort become stronger, so must the teacher's planning and talent as a *person-performer*.

Students can:

1. discuss the concept of retraining and its implications for new programs in the public school. (Who is to finance them? Interview the school business manager.)

2. discuss psychological needs with attention to why people work. (Comparison with authentic interviews would be valuable.)

3. share in-school and out-of-school work experiences. (Class newspapers or radio shows could be the vehicle for large group sharing.)

4. plan, implement, and analyze money-making activities. (Descriptive records would help the children see how they're learning as well as what.)

5. interview someone whose job they admire. *(Discussion about "significant people" can lead to great expressions of personal value systems.* Precede this activity with an interview. Follow with oral or written reports and class discussion.)

6. prepare a slide program on community resources. Show to the PTA or local service clubs. (Analyze the school's public relations program. What should the schools present to the public?)

7. write articles for the class or school newspaper. (Expect children to deal with relevant problems as well as historical issues. Develop themes which help academic-minded parents see the scholarly efforts of their youngsters.)

8. organize a World of Work Fair for the entire school. Invite another class from a culturally different environment to share the day. (Set up a lay advisory committee to help the project. Invite the local Chamber of Commerce.)

9. read a selection from literature that describes the work a person does and his feelings about it. (Contrast the author's perceptions and attitudes with those of the children. Make a chart comparing labor and materials of different cultures. Compare past to modern day methods.)

10. read and review job applications. (What features are noted? Interview a personnel director of a local business or industry to find out about employment needs and trends.)

11. seek out printed interviews (or listen to interviews on TV) and critically evaluate the interviewing skills utilized. (Prepare a team of "experts" to teach interviewing skills to primary children.)

12. make a survey of interesting jobs in the community and start a resource file of available speakers for future classes. (Involve the Learning Center Director and local service clubs.)

13. participate in mixed panels of children and adults to examine cultural values and the World of Work. (Set up these "shows" for the school assemblies.)

14. construct a model community illustrating interdependence of work roles. (The Learning (Resource) Center could be transformed into the model. The "city planners" could explain their thoughts through school-wide media.)

PRELIMINARY FINDINGS FROM OUR RESEARCH INDICATE FIVE COMMON ELEMENTS WEAVING THROUGH THE CONTENT OF OCCUPATIONS

A. Occupations have a *history*. The past, present, and future of the "job" and its "setting" can be interesting as well as informative. This historical view helps children understand the story of mankind. The way in which we have worked is, in large part, the way human beings have lived. Local, visible people can serve as jumping off places for studies of human life throughout recorded history.

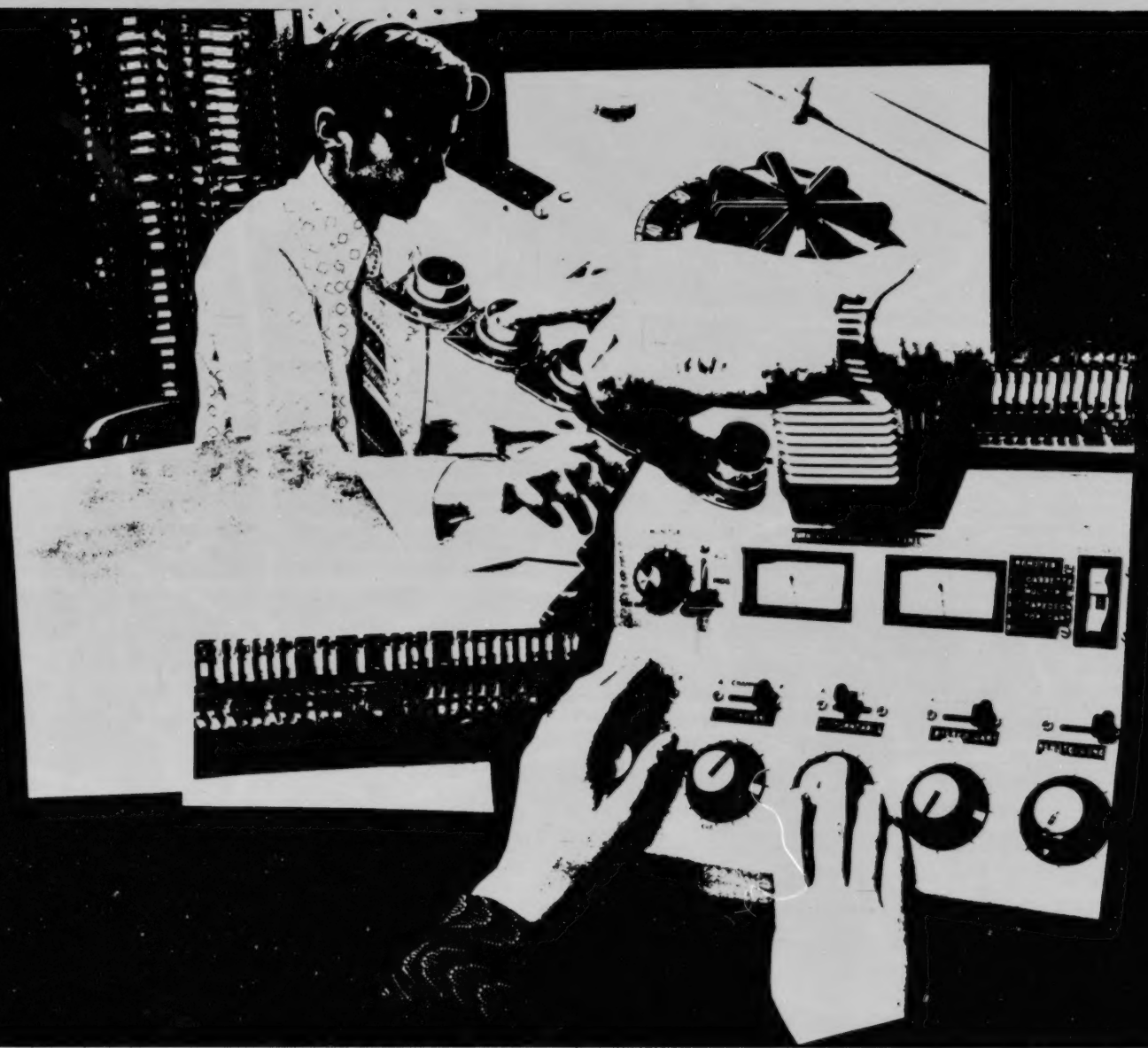
B. People and resources are usually located at fixed points. The natural environment within which they are found can be described and is worthy of being communicated, too. When we consider the sources and destinations of talent and resources, aren't we studying *geography?* Concepts and skills in this area can be blended into plans by inquiring where people and products come from and go.

C. Occupations involve *communication* within the "work station area" and from that specific area to (or with) others who may be clients or customers. *Language* may be ordinary English, but often special images and other vehicles of expression are used. *Terminology* is an important aspect of this element. (Let's not draw it out in sterile batches and make a list of technical words the one standardized method of evaluating learning activities.)

D. Tools and procedures to increase the energy available to do work are exciting content areas for children because they themselves are bursting upon the world with developing powers of their own. Studies of *technology* have great learning power potential. Children love to be involved with the many ways energy can be put to work. If "hands-on" experiences aren't possible, then roleplaying situations can be planned.

E. *Human relationships* have traditionally been the fourth "R." Since the study of occupations focuses attention upon life-centered activities, adult roles take on more meaning because the consequences of authentic actions can be seen to have meaning. People are the heart. People are the process. People are the content. The study of occupations is the study of people.

F. A new content area might be called *The Future*. Studies of what people will be doing, what they might be doing, and what they might prefer to be doing are natural to the *mobility* of a people-oriented generative idea. Alvin Toffler's masterful *Future Shock* provides us with an excellent rationale for incorporating studies of *The Future* into our plans.



. . . PRIMARY . . .

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Identifies letters of the alphabet	File Clerk	Alphabetizes names of students in class
Forms letters legibly	Sales Clerk	Set up store and write receipts for articles
Pronounces words correctly	Telephone Operator	Roleplay phone company operations
Uses acceptable spacing and alignment	Person who does Newspaper lay-outs	Practice forming letters and words on advertising pages of newspaper
Places events in sequence	Sportscaster, Reporter	Retell stories using proper sequence
	. . . INTERMEDIATE . . .	
Selects appropriate words when writing	Secretary	Write letters to outside talent
Organizes and expresses thoughts clearly	Factory Foreman	Write a report of tasks completed
Spells correctly	Proofreader, Signmaker	Proofread an article for the class newspaper
Follows oral directions	Gas Station Attendant	Follow oral directions to clean out cabinet
Makes inferences from reading	Newspaper Editor	Group discussion on a contemporary social issue
	. . . UPPER . . .	
Speaks with poise and confidence	Restaurant Hostess	Plan a social event for parents and interested community people
Summarizes and organizes in outline form	Minister	Report interviews with adult talent
Transmits intended meaning through oral communication	Lawyer	Arrange a mock political debate
Analyzes content	Advertising Manager	Write ads
Punctuates correctly	TV News Writer	Write a news article to be read out loud
Clarifies complex material	Seamstress, Tailor	Follow simple written directions to make a wall hanging

. . . PRIMARY . . .

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Follows simple map directions	Policeman	Make a map of neighborhood
Discusses time sequence in terms of people's lives	Relatives and Friends	Describe how grandparents dressed as a child
Uses communication to foster social interaction	Postman	Organize a classroom postal system
Recognizes important national, historical personalities	Historian, Librarian	Pantomine or roleplay their favorite historical figure
Discusses importance of the community water supply	Water Commissioner	Make a collage showing the uses of water and explain it to other classes
	. . . INTERMEDIATE . . .	
Compares agrarian development in different countries	Salesman for farm supplies	Make a collage showing various tools, methods, and products of different countries
Explains the development of items in their historical sequence	Car Dealer	Arrange pictures and models of automobiles in a historical time sequence
Demonstrate how land is used in relationship to topography	Real Estate Salesman	Make models showing different land types: (mountains, plains, swamps)
Investigates institutions in local community	Board Member, Superintendent, Representative of Teacher's Organization	Interview school administrator, board member and teacher, and make chart showing interrelationship of roles
Locates building on a city map	City Planning Commissioner	Make a model town
	. . . UPPER . . .	
Explains legend on a map	Highway Engineer	Chart cross-country trips
Discusses development of local industry in relation to natural and human resources of area	Local businessmen, Farmers, etc.	Exhibit products grown or developed by local industry
Discusses contributions of significant people during a certain period of history	Historian, Librarian	Create a play in which historical figures are the main characters
Compares values of different cultures in relationship to births and burials	Various speakers representing various cultures	Make a display denoting the different customs from the cultures studied
Discusses basic economics of a business	Member of the Chamber of Commerce	Set up a "mock" company

. . PRIMARY . . .

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Identifies kinds of plants	Florist	Collect, identify, and display various types of plants
Identifies kinds of animals	Veterinarian	Organize a program for a Pet Day
Describes 5 basic senses	Baker, Perfume Saleslady	Buy ingredients and bake for a social event
Discusses sun as a source of heat and light	Farmer	Plant seeds in darkness, shade, and direct sunlight. Observe growth
Discusses growth in regard to living things	Pediatrician, Parent,	Display photographs of children with stories about special events at particular times in their development
	. . . INTERMEDIATE . . .	
Classifies animals into groups	Zoo or Museum Worker	Organize a make-believe zoo
Classifies plants into groups	Gardener, Agronomist	Convert school grounds into a botanical garden
Demonstrates how chemical changes produce new materials	Artist, Chemical Engineer, Fire Extinguisher Salesman	Make plaster of paris sculpture or fire extinguishers. Display products and report about process
Discusses basic water cycle, rain, evaporation and clouds	Weather Reporter on radio or TV	Set up model weather station
Plans an electric circuit	Electrician	Experiment with batteries, bells, bulbs, buzzers, and beepers
	. . . UPPER . . .	
Demonstrates an understanding of metamorphosis	Pest Control Specialist, Butterfly Collector	Gather cocoons (or tadpoles) and record developmental stages
Plans testing of concepts by identifying hypothesis and variables	Race Track Mechanic, Highway Safety Engineer	Conduct experiments using hypotheses
Demonstrates an understanding of the rotation of the earth	Communications Specialist, Meteorologist	Set up a model solar system
Demonstrates understanding of gravity	Pilot	Build miniature rockets
Demonstrates understanding of vibrations and sounds	Disc-Jockey, Musician	Tape record musical compositions
Demonstrates understanding of chemical change	Pharmacist	Make root beer

. . . PRIMARY . . .

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Solves simple number sentences (1+1=2)	Housewife	Use recipes
Counts from 1-100	Stock Boy	Inventory materials in room
Measures quantities	Clerk	Display items sold by the pound, ounce, pint, gallon, etc.
Recognizes and cuts out shapes	School Crossing Guard, Bus Driver	Make safety signs by cutting out squares, circles, triangles, etc.
Tells time - figures hours, minutes, etc.	Timekeeper	Keep time sheet of classroom activities
	. . . INTERMEDIATE . . .	
Utilize addition, subtraction, multiplication, and division concepts	Banker	Set up model bank in classroom
Makes change	Grocery Store Clerk	Set up model grocery store
Discusses understanding of fractions	Chef	Follow recipes
Reads and writes temperatures, Centigrade and Fahrenheit	Nurse's Aide	Record temperatures of students. Read patient charts
Constructs and reads graphs	Sales Manager of car dealership	Graph sales of each class member for a money-making project
	. . . UPPER . . .	
Solves word problems	Carpet Layer, Furniture Salesman	Measure furniture in room for possible rearrangements
Finds perimeters and areas	Architect, Draftsman	Make scale drawings of school building
Finds diameter, radius, and circumference of circles	Tire Salesman	Measure bicycle and automobile wheels and compare costs
Finds volume	Building Inspector	Find cubic areas of rooms in the school
Finds percents	Bank Loan Officer	Operate a model bank
Knows time zones, daylight time, AM & PM	Airline Pilot	Figure time differences encountered on vacation trips. Discuss health implications

1. Show pictures of people doing different kinds of work and have children indicate which jobs they would like to do and which they would not like to do. Have a discussion on the reasons for their choices.

2. After three persons have told the class about their work have a discussion on:

   a. Which person seemed to enjoy his work most
   b. Which probably makes the most money
   c. Which person they liked the most
   d. Why each person chose his job
   e. How each spends his leisure time
   f. The importance of each one's work to the community

3. Offer the children three or more alternatives of the same monetary value such as a flower, a dime, a candy bar. Have a discussion on each one's choice.

4. Have the children name three things they would enjoy doing when they grow up. Ask them what kind of job they would need to have in order to do these things.

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Many summer schools are run for the remedial reader, the slow student, or the disadvantaged student. If this assumption is correct, then summer school should present students with exciting, highly motivating learning situations.

The summer program in many schools is often "more of the same." Children are asked to attend, with the hope they will accomplish what the regular year program failed to do. If children have found the regular program insignificant, a summer program must be varied and individualized.

The following explains our plan for teaching using an occupation as the organizing center. "Truck Farming" was originally proposed. Emphasis was placed on raising common vegetables from plants and the wholesale-retail selling of produce. This idea was further expanded by a teaching team to include a study of the migrant worker, food preparation using the produce, canning of food, lifestyle of migrant workers, and sharing the beautiful harvest with others.

This interest-oriented plan, based on using an occupation as an organizing center for the curriculum, actually served two groups of children. Those enrolled in the regular year program were involved in preliminary activities contributing to the success of the summer school project. The summer session students carried the activities through.

During the month of May, students plotted and tilled a garden area on the school property. They discussed the prospects of yield, length of time to maturity, and opportunities to sell or use the production. This group agreed upon which plants to purchase and borrowed the money from a school bank with every confidence that the outcome of the summer school project could repay this indebtedness.

By the start of summer school the garden was growing and in excellent shape. One group of children immediately became involved in weeding, watering, and starting to harvest radishes and onions. Another group was getting ready for the visit of six migrant children who were to spend a week in our school. Others were preparing for canning some of the vegetables from the garden. Children were permitted to select a group on the basis of interest.

The group of children working in the garden was out every morning picking ripe vegetables. They determined a fair price and were selling to teachers, parents, and others. They were also observing how plants blossom, how the fruit is attached, what plants produce their product underground, and how water affects plant growth and production. Many scientific and economic principles emerged from the sensory activities.

The group preparing for the migrant workers was involved in human relations to a degree generally not expected of children six to ten years of age. They explored the geographic locations of the homes of these children, their ethnic backgrounds, and what they could do to make these children comfortable. A highlight of this activity was when a mother came to school to make tortillas for everyone.

One group was involved in selecting vegetables for canning, how such preservation of food is accomplished, the equipment used, and the health and safety standards necessary. The children visited a canning factory as well as several places which served both fresh and canned food. They made pickles and relishes, using cucumbers, onions and tomatoes.

During the last week of the summer session, with the garden still producing and the profits assured to repay the loan, all groups combined to plan a luncheon for parents. The buffet menu featured large trays of fresh tomatoes, onions, cucumbers, dishes of relishes, and was supplemented with cold cuts and cheese purchased from the profits.

Children were using math, science, reading, communication skills, and social studies concepts in a relevant and useful way. They were also gaining in the affective areas. They demonstrated self-confidence, self-direction, and cooperative and independent learning.

HOW I FEEL ABOUT THE WORLD OF WORK

DIRECTIONS: Read each question carefully, then circle yes or no: (You will not be graded on this - there are no "right" or "wrong" answers -- just answer according to how you feel.)

Yes No 1. I like studying about the World of Work.

Yes No 2. I like to interview people about their work.

Yes No 3. Every one's job is important.

Yes No 4. When we go on a field trip, I try to watch people at work.

Yes No 5. I would rather study as I did last year, instead of studying about the World of Work.

Yes No 6. My subjects in school seem to "fit in" with my studies about the World of Work.

Yes No 7. I am thinking more and more about the work I want to do when I grow up.

Yes No 8. I know more things about peoples' jobs now than I did when school started.

Yes No 9. I want to be prepared to get a good job.

Yes No 10. I feel important when I interview people.

Yes No 11. People who come to school for us to interview seem to like talking to us.

Yes No 12. People should be happy with their jobs.

Yes No 13. Earning a good amount of money is important when you are choosing a job.

Yes No 14. I would rather make a lot of money on a job than be happy on a job.

Yes No 15. I would rather be happy with a job than make a lot of money on a job.

Yes No 16. It is all right to change jobs if you want a different job.

Yes No 17. In school, we learn many things which we will use later on in a job.

Yes No 18. People must learn to get along with each other and work well together in order to be good workers on the job.

Yes No 19. I sometimes tell my parents about the World of Work program.

Yes No 20. I want to study the World of Work next year.

Yes No 21. There are many good jobs which you can have without needing a college education.

Yes No 22. A job in which your hands or clothes get soiled is as important as a job in which you stay clean.

Other questions which seek to gather feelings and thoughts from the affective domain might be:

1. When I talked to my parents about our World of Work activities they _____

   _____

2. When I talked to my friends about our World of Work activities they_____

   _____

3. In my opinion the difference between work and play is_____

   _____

4. Things that make me feel important are_____

   _____

5. Things that are important to my teacher are_____

   _____

SOME THINGS I HAVE LEARNED ABOUT THE WORLD OF WORK

DIRECTIONS: Answer each question the best you can (you will not be graded on this).

1. Name one thing you like best about studying the World of Work.

   _____

2. Name one thing you do not like about studying the World of Work.

   _____

3. Name 5 of the best interviewing questions you ask people:

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

4. Name 3 interesting or unusual things you have learned about any jobs you have studied?

   1. _____

   2. _____

   3. _____

5. Do you have any ideas about what you want to do when you grow up? _____ If you do, tell why you would choose the job you think you want. _____

   _____

   _____

6. If there are some jobs you would like to learn about which we have not studied, name them: _____

   _____

7. Which school subject seems to "fit in" best with studying about the World of Work? _____

8. Which of your school subjects do you like best?_____
_____ Have you used this subject in learning about the World of Work?_____
If so, how did it "fit in"?_____

_____

9. Which subject do you like least?_____
If you could interview any one in the world, who would you choose, if you knew that they would come to talk to us?

_____

10. Are you learning from other students in the class by sharing your ideas and classwork?_____

11. My teacher can help me more by doing_____

_____

12. In the space below, name as many units as you can which we have studied, the person interviewed, and some words you studied in the unit:

Name of the Unit	People We Interviewed	New Words

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.

2. learn to interview workers and observe how people work together.

3. see how adults carry out there responsibilities.

4. correlate skills and other curricular areas with experience in meaningful situations.

5. give children an opportunity to work together outside the classroom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds and the personnel.

2. in the school neighborhood to sharpen observation of the child's immediate environment.

3. to another school to exchange experiences or to introduce a group to another school situation.

4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

HOW TO PREPARE FOR A FIELD TRIP?

The following are suggestions of things to do to get ready. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.

2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited, and things to be seen on the way to and from the place to be visited.

3. obtaining permission for the trip from

   (a) the principal before discussing it with the group.
   (b) the person in charge of the place to be visited.
   (c) the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.

2. gather information before the trip using books and audio-visual materials.

3. discuss every detail of the trip

   (a) Time -- date, hour of departure, time to be spent on the trip.
   (b) Transportation -- how the group will travel and the safety rules to be observed.
   (c) Group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
   (d) Personal needs -- type of clothing needed, need for lunch, special equipment or tools.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group should evaluate the trip to:

1. see if questions were answered.

2. decide if the plans they made were satisfactory.

3. note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.

   (a) review some of the materials used and search for new materials.
   (b) look up related articles in books at school, at home, and at the public library.

2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning *visible*.

   (a) write thank you letters, letters for additional information, stories, poems, reports, booklets.
   (b) organize reports for the class, for other groups in the school, for parents.
   (c) create songs and dramatic plays.
   (d) make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

Dear Parents:

Students at our school this year are participating in a new program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. With this accessibility, and using a multi-sensory approach, we hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We hope to be able to visit some of the industries and businesses of our community to see the on-going work activities and to talk with workers. We will attempt to invite workers to visit our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning focus point must be as close to our own locality as possible. We believe we can use the parents of many of our students as resource persons. Would you be willing to come to our classrooms to tell about your occupation? to tell about the training required or the special vocabulary used in your profession? to demonstrate the tools or machines used in your trade? to tell about the interrelatedness and interdependency of those who work with you?

If so, please let us know how you feel we can work together and we will attempt to make the necessary arrangements. Also, if you desire more information about our project, please contact us.

Sincerely yours,

Here's an approach you may use to develop a community resource file. We are enclosing a typical questionnaire form for use with business resources.

Dear_____

"Teach where the action is." With that guiding maxim, the Education Committee of the DeKalb Chamber of Commerce needs your help.

In cooperation with Community School District 428 and the Department of Elementary Education, Northern Illinois University, we are surveying the businesses and industries of this area to see how they can contribute to ongoing instructional programs. We are pleased that a group of students from NIU are assisting in this project and hope that their efforts will speed up the collection of data and compilation into a resource book for area teachers.

Please fill out the questionnaire and return it in the enclosed envelope. If further information about this project is desired, please call.

Very truly yours,

Chairman, Education Committee

1. What is the name of your business? _____

   A. Address _____

   B. Phone _____

2. Who should be contacted to arrange the trip? _____

   A. Position with firm _____

   B. Phone _____

3. Would someone be able to visit the classroom to prepare for the trip or follow it up? _____

4. For what age children is the tour appropriate? _____

5. How many can be accomodated at one time? _____

6. How many school groups can be handled per year? _____

7. What is the best time of year to visit? _____

8. What is the best time of week to visit? _____

9. What is the best time of day to visit? _____

10. How much time is needed for the visit? _____

11. What is the cost to the pupils? _____ To the school? _____

12. Are there facilities for meals? _____

13. Is there ample parking space? _____

   A. Bus _____
   B. Car _____

14. What can be seen, heard, tasted, felt, etc. that you feel is unique to your business? _____

_____

_____

_____

Questionnaire Cont.

15. Do you have special exhibits, films, tapes, etc. that could be used for instructional purposes? If so, what are the subjects and how may they be secured? _____

_____

_____

16. Brief description of the tour _____

_____

_____

17. Is guide service provided? _____

18. Are there any special saftey precautions to be observed during the visit? _____

_____

19. In what other ways can the business and industries of this area contribute to the education of our young? _____

_____

_____

_____

_____

Name of business _____Address_____Phone_____

Contact (Whom)_____Position_____Phone_____

Resource person available for visit to school: Yes ____ No ____

Name_____Position_____Phone_____

Maximum number of students allowed_____Grade Level_____

Number of school groups handled per year_____

Best time of year_____Best time of week_____Best time of day___

Approximate time needed to make the tour_____

Cost to the pupil _____Cost to the school_____

Facilities for meals_____

Parking facilities _____Bus_____Car_____

Special Instructional Materials Available_____

_____

_____

Exhibits _____Films_____ Tapes_____

Printed materials_____ Others_____

Description of the tour_____

_____

_____

_____

Guide service provided_____

Special safety precautions to be observed, if any_____

_____

Appropriate follow-up activities_____

_____

. . . OR A SYSTEMATIC CARD FILE COULD BE KEPT IN A LEARNING CENTER OR LIBRARY. THESE SUGGESTIONS ON HOW TO ORGANIZE DATA FOR QUICK RETRIEVAL AND USE HAVE BEEN USED IN SEVERAL SCHOOL DISTRICTS.

(front)

Resource Persons

Subject_____Age/Grade Level_____

Name & title of person to contact_____

_____

Address (home)_____Phone_____

Address (business)_____Phone_____

Best time to contact_____

How far ahead_____

Days available_____Hrs. available_____

Occupation_____

Educational Background_____

(back)

Previous experience presenting subject to:

Children_____Youth_____Adults_____

Evaluation by other teachers:

	School	Grade	Date	Comments
1.				
2.				
3.				
4.				

file heading
Industry (front)

Name of agency_____Date contact_____

Address_____ _____
(st) (city)

Telephone_____

Name of contact person_____

Trip suitable for age group_____

Number of persons_____

Instructional materials available_____

_____

Time - day/year_____

Time required tour_____

Special instructions_____

Is first-aid service available_____

(back)

Evaluation by Other Teachers

Name of Teacher	School	Date	Age	Unit	Guide Service Satisfactory

Remarks_____

HERE IS A REPORT ABOUT THE USE OF A FEW COMMUNITY RESOURCES IN WHEELING.

VOLUNTEER-AIDE BUREAU
School District #21
Wheeling, Illinois

TO: All Staff Members FROM: Sandra Nizzi, Coordinator

During the year several resources have been available for use by our teachers.

Some industries in our area have been willing and able to be a resource for us . . .

Ekco Products will come and *visit in the classrooms and show a film* on their assembly line processes.

Television Manufacturers of America will take small groups through their assembly line process and let them see how television sets are manufactured. They also will answer any questions in a discussion group following the tour.

National Food Store in Dunhurst Shopping Center will take small groups of students through their store, explaining various departments and their functioning.

Culligan Soft Water Company will send a speaker to inform students on the chemical process for making soft water. Tours of their plant in Northbrook are available.

Abbott Laboratories will *send speakers with slides and movies* on ecology and drug abuse from the offices in Waukegan. Speakers with films regarding careers at Abbott and one dealing with products manufactured at Abbott are available.

March Manufacturing Company in Glenview has *speakers available* on how pumps work and methods of production.

Denoyer-Geppert Company has a speaker who will come out to schools and show how maps are made and how to read them. They prefer 4th graders and up.

Oscar Mayer Company has a *film on meat inspection*, processing, grading, buying, identification. Speakers, too.

Honeywell Industries, Wheeling, will send speakers to explain air conditioning, how a furnace is installed and operated, security alarm systems, etc.

Commonwealth Edison will give a presentation to students on electricity and its uses, how it is utilized in homes, etc.

Peterson Enterprises, Inc. has information on manufacturing of motion picture machines and their attachments.

WBBM radio will send *a speaker on newswriting* and producing radio shows or any phase of radio requested.

SCHOOL_____GRADE_____TEACHER_____

Dear Parents,

As a part of our regular instructional program, we would like parents to come to our class and tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society. We are sure they will have many important questions to ask.

Please fill out and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____Phone_____

Address_____

Occupation_____

Company or Firm_____

It would be most convenient for me to be at your school on (days and times).

_____

_____

_____

_____
Signature

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses, and teachers) and make their present schooling more relevant to their future.

Your company or business *may* have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your job title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with *things*, how do you feel about that? Do you prefer *not* having to deal with the public or fellow workers?
--What do you consider the best points of your job? the worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade School? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

EXAMPLE OF THANK YOU LETTER:

DATE

_____

_____

_____

_____

Dear_____,

Thank you for participating in our program of career talks. We find this activity very helpful to our elementary students. Direct experience with working adults adds relevance and meaning to their studies.

We appreciate the time and energy you gave to the education of our students.

Sincerely,

Rather than using an impersonal thank you letter, the students can express their own thoughts and feelings. Many language skills can be taught from this base. Letter writing by children can become an integral part of an instructional program.

HERE IS A DIFFERENT KIND OF APPROACH TO PROVIDE OCCUPATIONAL INFORMATION TO CHILDREN.

The following occupations appeared in stories of basic readers and were used as vehicles for videotape programs. The tapes were produced and used locally. A special teacher presented the videotapes in different classes and organized discussions and follow-up activities.

	GRADE LEVEL
School Crossing Guard	K
Policeman	K
Supermarket	1
Mail Carrier	1
Bank Teller	2
Bus Driver	2
Meat Cutter	3
School Principal	3
Excavator Operator	3
Hamburger Drive-In	4
Pet Store Owner	4
Photographer	4
Service Station	5
Radio Station	5
Telephone Installer	5
Computer Operators	5
Barber	6
Secretary	6
Librarian	7
Railroad Switching Crew	7
Forest Preserve Naturalist	7
Jeweler	8
Job Printer	8
Plumber	8

From Thornton Area Public School Association

Our strategy has been to work with the teacher's imagination rather than to provide a platform of texts, workbooks, films, filmstrips, and other programmed materials. However, every curriculum committee should have one person dedicated to the task of developing a library of resources for instruction.

The district's professional library, learning centers of the schools, and even classroom library corners may have to be restructed to give visible impetus to the new directions of your program. *If materials are accessible, they will be used more frequently and more effectively.*

Liason with interested parties in the community especially parents, perhaps lay advisory committees may have to be formed, will help to keep materials relevant and appropriate to the interests of the children.

Free materials are available from many sources within the community as well as from national foundations and trade associations.

Many "public relations" materials, especially films, may be borrowed at little cost. Sometimes teachers may find they will be doing the business concerns a favor by utilizing the office which is set up to promote the company's image. Naturally, your school district's support system to acquire books and other media for its teachers should be made known to teachers in pre-school workshops and lists of available materials distributed early and often throughout the school year.

The talent and expertise of state office personnel and faculty of state universities are available for a variety of services. Requests through proper channels will bring individuals or instructional teams to aid with specific projects. Many people have experience in utilizing community resources to make *The World of Work An Effective Organizing Center For The Elementary School.*

Sharing actual teaching experience makes new innovations credible. Sharing life-centered activities puts soul in Career Education so all educational workers appreciate each other's efforts and communicate about appropriate goals.

IV

1. How should I start this program?

   Make up a plan for a short period of time using a specific resource with which you are familiar. Start with an idea comfortable to you and an outside guest speaker (talent) with whom you can freely communicate.

   In your plan accentuate the language skills which may be learned and try to highlight important elements of this person's work and life. Build in a simple evaluation device such as letters written by your children to their parents about the speaker.

   Carefully examine your feelings about the attitudes that were developed as well as your thoughts about academic performance of your children. Talk to a few colleagues about what you did. Listen to their criticisms.

2. What should I do with my present curriculum which stresses subjects? What about sequence?

   Life comes first.
   A combining of the interests of your children, resources of your community, and your judgment of what your children need to learn *is* your curriculum.

   Sequence begins and ends with individual learners. Subjects become alive when content becomes portrayed through the actions of people. Curriculum guides which lay out sequence and scope should be used as benchmarks, but not as day-to-day teaching guides.

   Be tough-minded about planning with a people-oriented organizing center.
   Don't be browbeaten by administrators who care more about covering the curriculum than they do about opening up the child's future.

3. What should I do with my textbooks and workbooks?

   All materials should serve the purpose of increasing learning potential of children. Many magnificent stories and exercises are in standard text materials.

There's also much that can be ignored because it is not relevant to your particular needs at the time.

Stop being an assistant to the textbooks.
Use them with discretion.
Plan in terms of "doing" activities.
There's nothing special about the printed word as published in a text. The real world offers much printed matter, visual imagery, and direct experience that is wholesome and significant, too.

But don't throw out all your books.
Those who "burn the books" are the most visible radicals and will suffer the most severe consequences first.

4. How can I find out what the children are learning? How will I be able to see the development of attitudes?

The qualities of children's performances can be ascertained by arranging many opportunities for them to display what they can do.
Oral and written reports, roleplaying situations, and graphic representations are excellent visible means by which specific behaviors can be highlighted.

Planned instructional activities should provide for self-evaluation by students as well as for evaluation by the teacher.
Attitudes are inferred from actions.
Writing about or acting out attitudes can provide evidence for even an unskilled observer. These can be checked through person-to-person conferences.

Expressions which tap a child's self-image can be reliable indicators of what is being taught and/or learned. However, no one expressive statement should serve to stereotype a child throughout his school career.

5. How time consuming is this approach? What about skill development?

Take one small step at a time.
Those who need to cover specific curriculum areas in particular time allotments may blend subjects and create "free space" for discussion and review.
Don't be ashamed if your planning is directed to help you survive in a traditional setting. Very few teachers are autonomous.

Some teachers can integrate many subject areas and skills into one unifying experience. Other teachers need to plan specific times when they do one thing well. In any approach, take care that if a skill is to be taugh an evaluation of that skill can be easily obtained.

Organizing around people should allow for more free time to be used by children for expressive activities. Their learning energies will be related to meaningful real-life situations.
They will produce higher quality work because they will be forced to communicate with people who use and expect acceptable (language) forms.

The person-in-the-occupation may not be THE organizing center for you. Use the new Career Education ideas as you would any idea that has value. Don't expect *all* skills suddenly to fit within your "new approach". Incorporate skills naturally, stretch yourself a bit, but don't try for a complete integration of all content at first. Few of us have that kind of creativity and planning energy when we begin a new program.

6. How can I get administrative support for this approach?

Two ways of gaining support can be tried at once. The first one looks positively at the latent wealth residing in the immediate school community, especially the power potential residing in parents of children in your class. Showing the results of an inventory you have taken of occupations, travels, hobbies, and other interests confronts your educational leader with substantial evidence of what might be done. *A few simple, yet practical plans for involvement of parents would demonstrate your interest and expertise.*

The second approach points out deficiencies in present student achievement, then sujgests increased motivation for learning might come through people-centered activities. *Children who identify with real people and see meaning in their studies usually progress further along the academic ladder.*

(Of course, your children could begin their studies of the World of Work by expertly interviewing the "boss" and turning back feedback of high quality academic learning to his office.)

7. How should I explain the new content we're studying to parents?

Let the child do the work. Have the children write, speak, and draw to explain their feelings and thoughts. Add a cover letter and send many pieces home.

Parents love to see their children'w work.
Even if the child is trying and there is little evidence of successful accomplishment early in the school year, parents will appreciate being informed about the nature of the instructional program and the objectives to be attained.

Parents who become involved by participating directly in interviewing and field trip experiences of the class will speak naturally and excitedly about their involvement. Your school's public relations program can capitalize on the positive force you have created. Pictures in the local paper and stories on radio and TV do much to introduce and reinforce your life-centered approach to education.

Open houses and other such social activities add to the morale and spirit of the class . . . and parents.

Some administrators are very talented in arranging "public relations" and can be of great service, especially if your program meets their self-interest. (It does!)

8. Which speakers are appropriate for my class? What should I ask them to do? How can I prepare the children for the outside talent?

If you have thought through specific behavioral goals for your children, you should be able to center on particular community people who could help you in your work.
You may decide to begin with a person working in the bank because you want to develop mathematical skills or some concepts about our economic system.

On the other hand, you may wish to begin with a trip to a supermarket because of interest aroused in foods or consumer education.
"Who" will often depend upon "what".
Of course, friendly folk can be made more accessible than those who might frighten you because their work is too sophisticated, or too political, or too dry, or too sexy.

You might want to use a field trip as a diagnostic tool to understand your students better. Then again, you might decide to build a program of parent visitation so that the "community" of your classroom is enhanced.

Use the suggestions about interviewing. Prepare the children and the talent. Above all, *encourage face-to-face discussion about authentic work experience,* displaying tools, uniforms, and so forth.

Children can be led to see school studies are related to the world around them. They should report such relationships to you, to peers, to parents, and also back to the visiting adult talent.

9. Which field trips will be best?

Children can't make sense of everything they encounter. Some places in the community are dangerous to children. Some places in the community have little to offer because the children are not able to get behind the scenes. Some scenes are too distasteful and some places in the community are too sophisticated for young minds. You have to determine the potential of each field trip and weigh the direct experience against what could be gained by reading, telephoning, or other means.

Classic field trips such as a visit to the fire station can become more significant as children learn interviewing skills and meet people as well as fire engines.
"Now we're going to see where people work."

Generally speaking, field trips to exotic places far away from the school and field trips which require *extensive* pre-planning are not worth the trouble they take. Frequent, short, local visitations are preferable to one big, drawn-out day.

10. Which occupations must be studied? In which grades?

There can never be a master list.
Some teachers might choose an occupation (adult role) for an attitudinal reason while others might see the person-in-the-occupation as a stimulant to greater effort in a particular skill area, e.g. measuring.

Many is probably the best answer.
Your use of the dimension *accessibility* will influence what you can do.

If you use parents to begin your program, the type of encounters you will have depend upon your people-subjects.

Variety should be considered. An overemphasis upon government workers could give the students a distorted picture of our working society. Young children need to come into contact with people who risk their monetary fortunes, too. Otherwise, we might be accused of preparing a generation of corporation and government bureaucrats.

The occupations, career lattices, and cluster groupings can be decided in conference with those who plan your school system's total educational programs or your project managers.

11. What occupations are especially suited to very young children?

Let's forget the "community helper" approach. That concept has clouded the work scene so children are prevented from seeing things as they really are. *Making a living is not a difficult concept to learn.* In fact, children in many communities have been closer to such problems than were their academic-minded educators. (Sorry about that.)

Values of the person-performer determine the choice, not some grand curricular design. For instance, if you are working within a community where most of the children are poor and come from homes which are on relief or where parents and relatives work on factory assembly lines, would you shy away from contact with executive-type occupations? Would you want the bank president or the manager of a department store to be a guest talent?
Or would you rather choose the bank teller, the saleslady, or the clerk at the cash register?

The choice depends upon what you think the children need *and what you think you can do.*
You know it will take more time, energy, and materials to introduce and build upon "decision-making" concepts, the heart of the executive-type jobs. Let's not be naive.

You know your children have little background in their home environments to undergird your plans. You also know your children desperately need higher horizons. And, of course, you are committed to using the energies of the school for social progress.

What will you do? Will you spend the extra time and energy to introduce these persons-in-the-occupations to first graders? Will you teach for "higher" abstract goals?
Or will you stay with the more traditional, visible human models and leave the "decision-making" direct experiences to other teachers in the upper grades?

Your school board may set policy about this aspect of the World of Work (I doubt it).
Your principal may set some guidelines about whom you should contact and how you should proceed in your instructional program, but *the actual teaching is up to your imagination and your willingness to work against great odds.*

Hopefully, you will know what your specific priorities are for your class of children and you will be extremely tough-minded about following through with your professional plans. *Do what you think is right!*

12. Where can I go to visit classrooms where teachers are using these new ideas?

Interested teachers in schools throughout Northern Illinois tested out ideas and activities. Our project serves as a clearinghouse for instructional innovations for this area. Active participants have included educational workers in Rockford, DeKalb, Wheeling, Long Grove, Glen Ellyn, and Maywood. Other areas have been utilized and host visitors. We will be happy to help classroom teachers and administrators with visitations as well as with consultant services and materials.

April 18, 1971

TO: ABLE Staff

I've finally decided to list some of my opinions about "tested education values" using World of Work as fuel for teaching second grade.

1. Most important there is greater transfer value from classroom instruction to the outside world.

2. Respect is gained for educators by letting the outside world into the classroom.

3. New dimensions are added to basic texts. Story characters work and use tools, too.

4. New opportunities are provided for skill building and personal development in social and academic behavior.

5. Extends opportunities for finding and implementing students interest. (Individualized instruction)

6. More opportunities are available for students to make choices and judgments about themselves and others.

7. Students have a greater awareness of community and larger world dependency of people upon each other because of their work. (Composite needs)

8. Reinforces "work ethic" at a time when it is being tested by segments of society.

9. Builds student competence in relating to adults and their world.

10. Adds dimension to the teachers "role" through working with other adults in other fields.

P.S. I have gained or reinforced these opinions through daily use of the World of Work format in my classroom.

Sincerely,

Doris Miller
Teacher, 2nd Grade
Willow Grove School

Dear Dr. Wernick:

As the year draws to a close, I find enough experiences behind me to begin evaluating the World of Work and what it has done for my classroom.

To begin with, I would like to explain how we used the World of Work in our classroom. Through trial and error we found that not enough interest was generated or skills taught when we tried having one visitor per week. It seemed to be "too confusing" and "too much". We would just get rolling on one project and then have to lay it aside and begin a new project. *Our class this year is one that enjoys long term special contracts and projects.* By having too many people in to explain about their occupations, not enough time was available for research before the next visitor was "knocking at the door". We then found that by spending several weeks exploring all areas, for example of the building industry, it spurred more special interest groups and more individual project involvement. *It also gave us more time to interview several people who might be performing the same job.* This the children did on their own and brought back their findings to be shared with the whole classroom.

Each Friday we shared our interviews with each other and compared our findings. *Children learned interviewing skills very quickly as they listened to those around them and evaluated each others' findings.* They found out what was important to know and what was of little or no interest.

As a classroom teacher, more time with each project allowed planning time for certain skills that evolved from a particular project. I could also take time *to individualize assignments* so that all children were not doing the same thing at the same time. During our Friday sharing time I found these individualized assignments to be invaluable for the shy, quiet, often non-involved child. *The World of Work also promoted a higher interest level for learning basic second grade material because the program correlates with so many fields* (math, science, social studies, health, reading, language arts, etc.). *What more could a teacher ask for?*

Throughout the year we have covered as thoroughly as possible all phases of the building industry, the story of flight, animal care beginning with the veterinarian straight through to using animals in medical research.

Because of spending many weeks on each project, we were able to research all of the occupations needed to build and sell real estate. We found out how many people it took to run a veterinary hospital and how we use animals in research. We scratched the surface of O'Hare Field and found that fifteen different occupations were needed to get our pilot, Mr. Chandler, off the ground and flying his American Airlines Boeing 727. Consequently, *material never runs out*, just time, the teacher, or both!

As a teacher involved in the World of Work, *I have found hundreds of avenues of learning opened*, many yet to be researched. I have also discovered that a program such as this must be tailored for each incoming group of students according to their special interests -- no chance to become stagnant! *One teacher may find her way of using the program entirely different than another teacher at the same grade level.* That proves that *the World of Work is a fine instrument for teaching because it allows a teacher to individualize herself as well as her students with regard to instruction.*

I am sorry to admit that you have only a random sampling of what really went on "behind the scenes" in our classroom. Had I known ahead of time what the results would be on some of the projects my class accomplished, I would have made arrangements with parents to keep more of their work. I find it very difficult to ask a parent to part with a hand-made, hand-painted helicopter that looks so real it could fly. I guess that "hind-sight" is better than "no sight".

Our class has decided that they would like to end this year with a slide program especially for parents, to share with them some of our experiences while working with the World of Work. When we finish with the slides, we will send them to DeKalb, if you wish. We also have some materials from our flight project that you may have if you are interested.

See you at EXPO '71 and thank you for allowing me the opportunity of participating in the World of Work. *It has proven to be an invaluable experience for myself and my second graders.*

Sincerely,

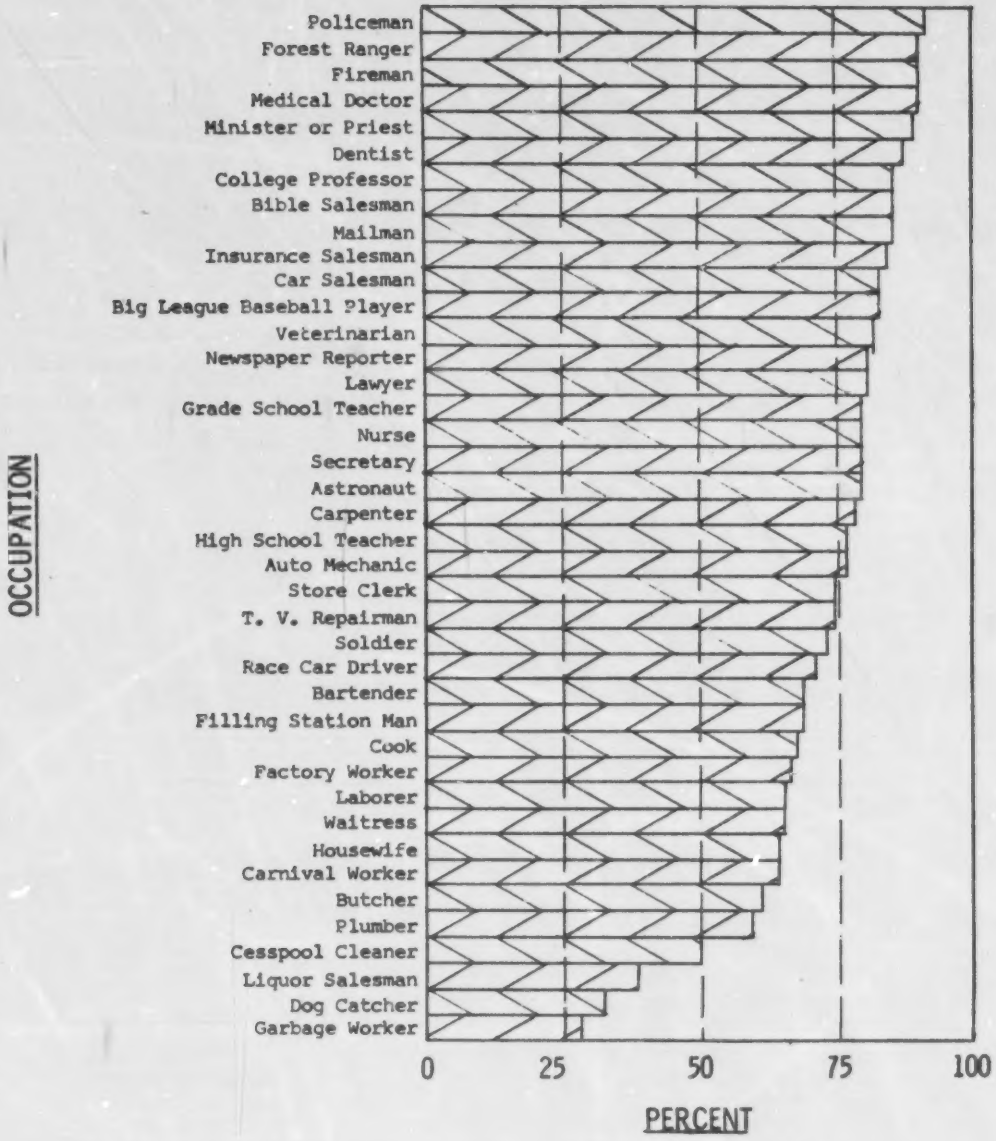
Sandra Anderson
Second Grade, Willow Grove

(Italics by project staff)

May 1971

PERCENT INDICATING THAT WORKERS IN CERTAIN OCCUPATIONS SHOULD BE PROUD OF THEIR JOBS

INTERMEDIATE - GRADES 4 THRU 6



Primary and Intermediate rank order choice correlation: .88

Responses to "What kinds of jobs would you like to learn more about?"

FOURTH GRADE

FREQUENCY	OCCUPATIONAL AREA
138	Teaching
100	Nurse
83	Professional Athlete
38	Secretary
37	Policeman
35	Racing Cars
34	Medical Doctor
	Scientist
	Veterinarian
32	Mechanic
24	Counselor
23	Truck Driver
	Fireman
21	Engineer
19	Pilot
	Farming
18	Astronaut
	Artist
17	Armed Services
	Salesman
16	Airline Stewardess
	Beautician
15	Lawyer
13	Actor or Actress
12	Railroad Worker
	Architect
	Waitress
	Carpenter
10	Cook
9	Construction
8	Horse Trainer
	Clerk
	Missionary
6	Banker
	Zoo Work
	Factory Worker
	Computer Programmer
5	Mayor
	Writer
	Movie Producer
	Steel Producer
	Scuba Diver
	Telephone Company
4	Singer
	Babysitter
	Lumberman or Logger
	Minister or Priest
3	President
	Principal
	Electrician
2	Shipper
	Game Warden
	Druggist
	School Dupt.
	Broadcasting
	Housekeeper
	FBI Agent
	Garbage Worker
	Cesspool Cleaner
	Accountant
1	Governor
	Life Guard
	Bottle Maker
	Bartender
	Fisherman
	Stock Broker
	Psychiatrist
	Heavy Eq. Driver
	Computer Repairman
	Jockey
	Dancer
	Model
	Postman
	Gardener
	Machinist
	Skater
	Dress Maker
	Painter
	Skier
	Engraver
	Judge
	Banker
	Canner
	Barber
	Designer

INTERVIEWING

The following outline of a workshop on interviewing was developed by Wayne Rehmer of Booth Tarkington School, Wheeling. It contains suggestions for teaching children to interview. A few ideas were "borrowed" from other ABLE brochures, but the organization and courage to implement the activities were the work and talent of Mr. Rehmer, one of our participating teachers.

Information retrieval and communication skills should be taught to elementary students. Interviewing techniques increase inquiry skills in many areas.

We are proud to be able to bring this work to the attention of interested professionals. Our theory of practice is founded upon the talents of our participating teachers.

LET'S COMMUNICATE

I. Important Skills to be Learned and Improved by Interviewing

- A. Finding information (In our age where knowledge is doubling and redoubling, we must have sources for finding information available by interviewing others who have information)
- B. Communicating -- questioning, answering (Involvement can cut across generation gap)

II. Planning for Teaching Interviewing

- A. Purpose: establish a reason for interviewing. Discuss uses of interview with students
- B. Strategy: plan appropriate questions with children
- C. Interview: practice in a variety of settings, Evaluate performance with students. Refine techniques and apply

III. Interviewing Activities for Intermediate Grades

- A. Lead-up activity
  1. children paired off; talk for 3 minutes to find an interest, ability, or unusual background; choose one to develop
  2. children work together to establish purpose, plan strategy, then interview on tape
  3. playback taped interview to evaluate performance

B. Roleplay a story character

1. interview the character to uncover his feelings
2. interview to review story details

C. Book Reports

1. interview reader to discuss opinions
2. interview to review plot, settings, characters

D. Interview adults about jobs for vocational information

1. easiest to do with personnel in school
2. walking tours in neighborhood
3. field trips to work stations in community
4. record on cassette, play in class and discuss

E. Roleplaying of past and present renowned people

1. historical detail
2. character traits
3. opinions and feelings

F. Creative involvement

1. roleplay and interview almost anybody or anything - Martian, champion, animal
2. roleplay imaginative situations - funny, difficult

G. To get information for reports

1. surveys, comparisons, opinions of "real" people
2. interview adults about their childhood heroes and classmates
3. survey and compare findings

IV. Observations and Reflections

A. Can be done anywhere: classroom, school, field trips

B. Cassettes: easy to operate, accurate information feedback

C. Must learn and practice asking appropriate questions

D. Must appreciate feelings of people being interviewed

E. Must learn to be comfortable - practice for style

F. Must learn to adjust strategy during interviewing

G. Must learn to respond to a "yes" or "no" answer with "Why?"

H. Interviewing is *Motivating* and *Encouraging*

I. Interviewing is *Inquiring* and *Communicating*

SUGGESTIONS FOR STAFF DEVELOPMENT ACTIVITIES

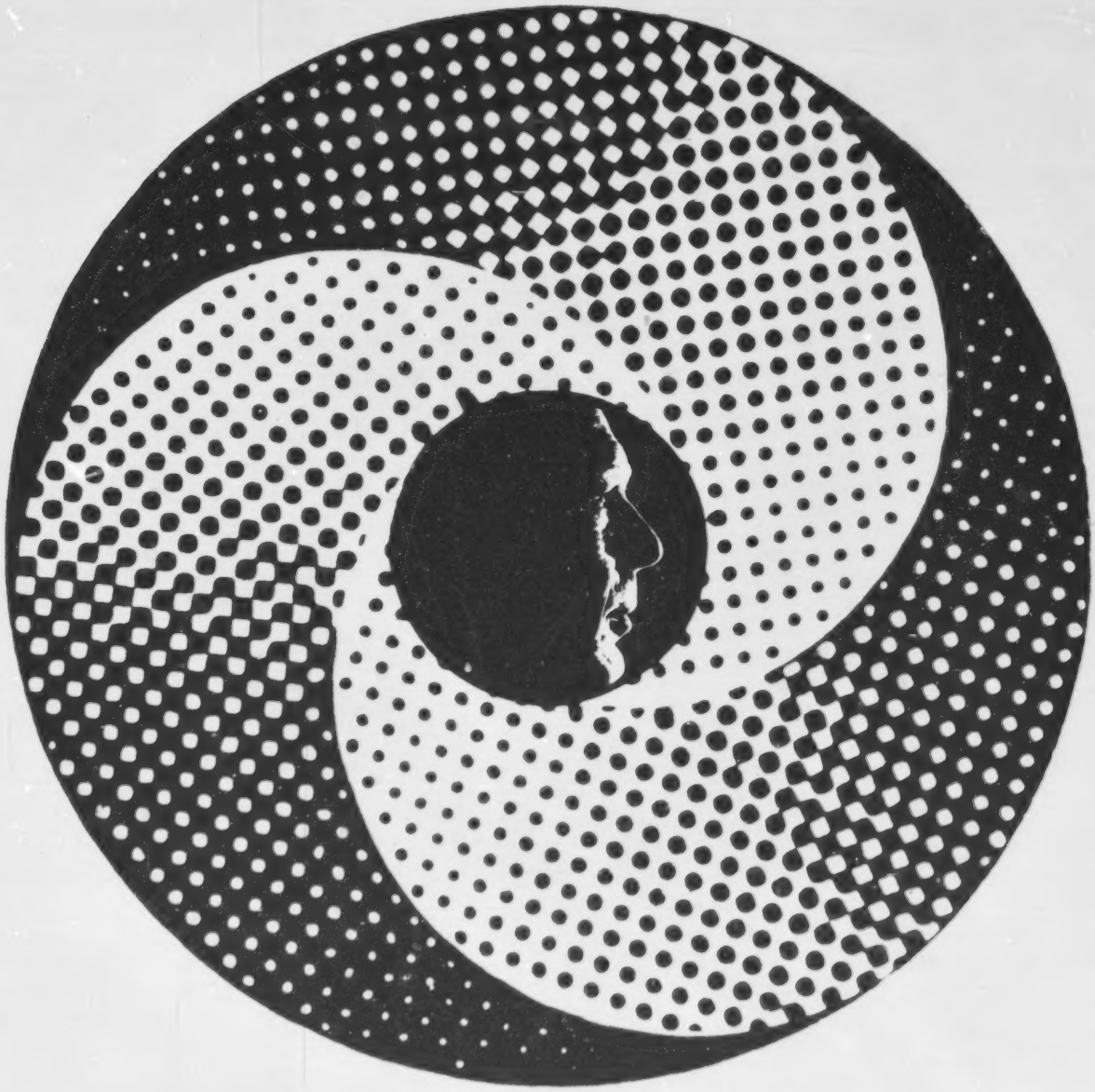
By this time you're probably becoming a little anxious because you want to weave all of this content into a plan for the development of your staff. As a benchmark for your thinking we are including a short outline to satisfy your need to put process and content together. How many of the following have you already thought through? How many can you manage with the energy system available to you?

1. A committee made up of classroom teachers and administrators to plan specific behavioral objectives and activities for interested teachers.
2. Visitations to classrooms where World of Work instruction is being planned and implemented.
3. Special workshops to focus attention upon educational goals and outcomes.
4. In-service meetings to learn new skills of teaching.
5. Lay advisory committees to evaluate present products of schools and suggest new directions and priorities.
6. Grade level teams reporting to school faculties and parent groups.
7. Special projects by learning center directors to highlight particular careers or to show the relevance of academic content to particular occupations.
8. Pilot experiments to test selected concepts in classroom settings.
9. World of Work Fairs and other all-school activities that bring school and community together.
10. Consultant help from state office personnel and/or university faculties.

The beginning of a plan is an idea. After a teacher considers an idea in relation to broad questions of policy, instructional management depends upon:

1. What materials and services can be available?
2. What attitudes, facts and skills can be developed from my idea?
3. What can the children do?

The organizing center approach enables teachers to work through practical concerns quickly so they can take an idea and see where it leads them.



PARENTAL ATTITUDES

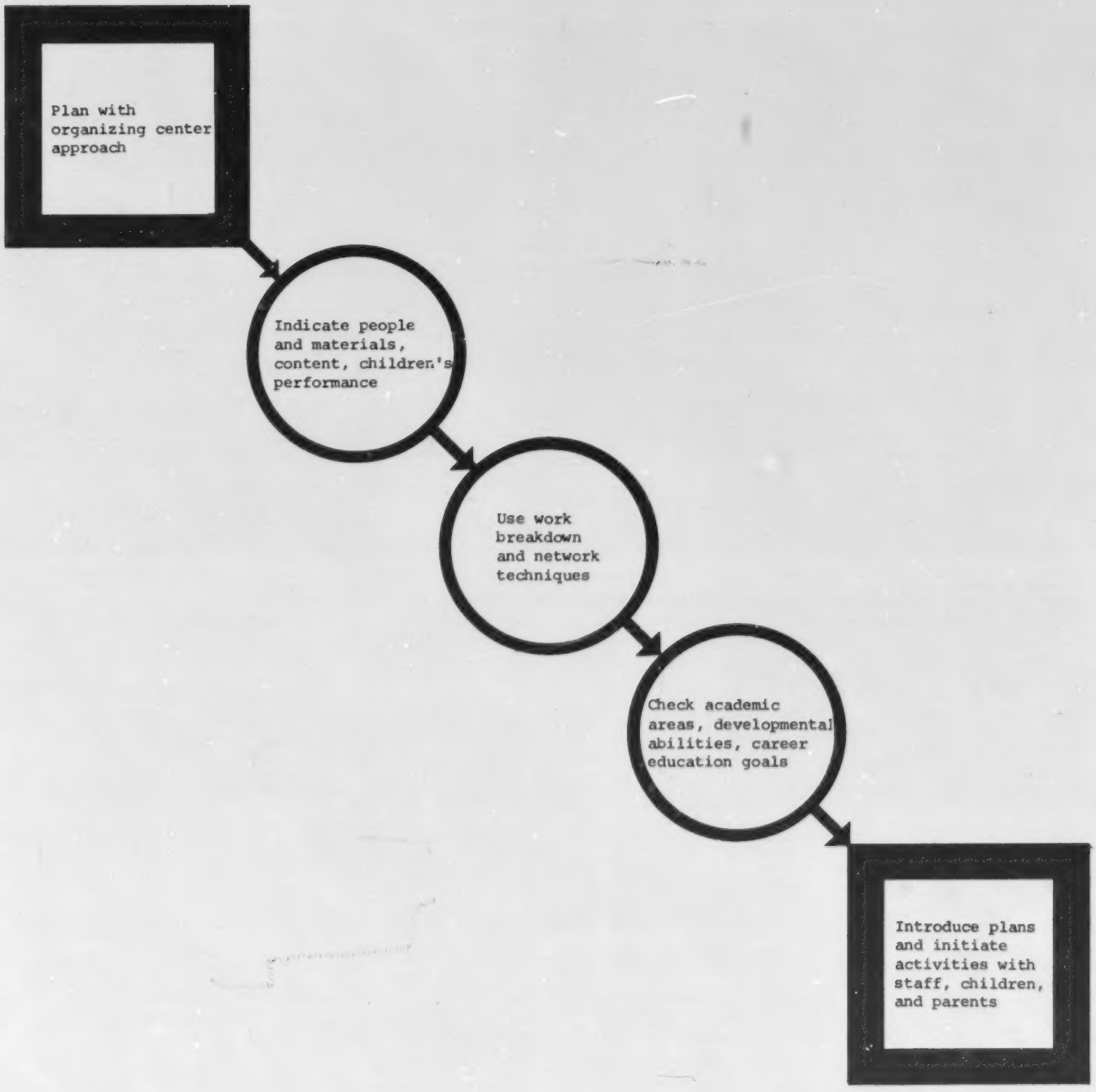
SCHOOL TRADITIONS

CHILDREN'S NEEDS AND INTERESTS

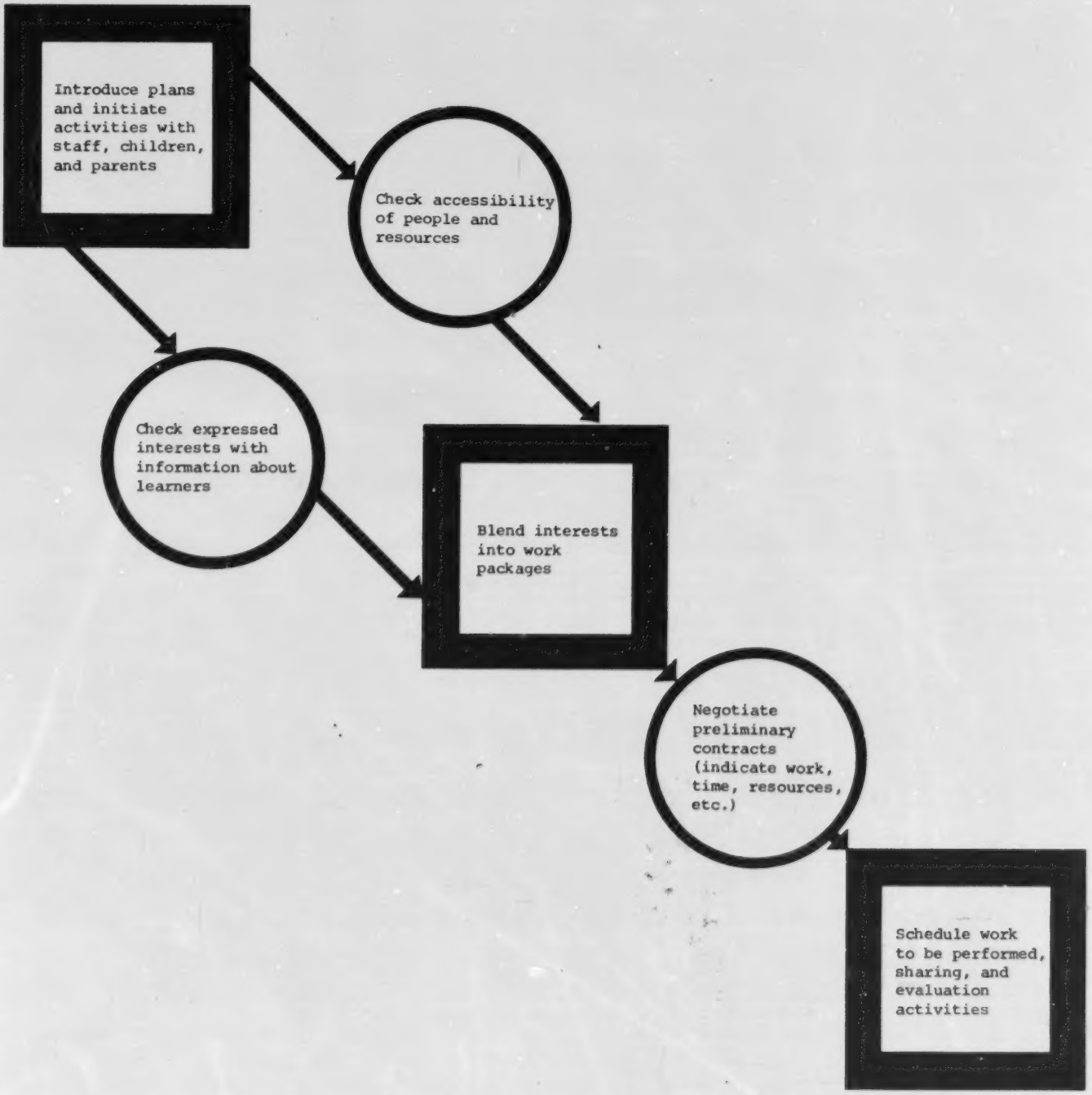
CONCERNS OF COMMUNITY

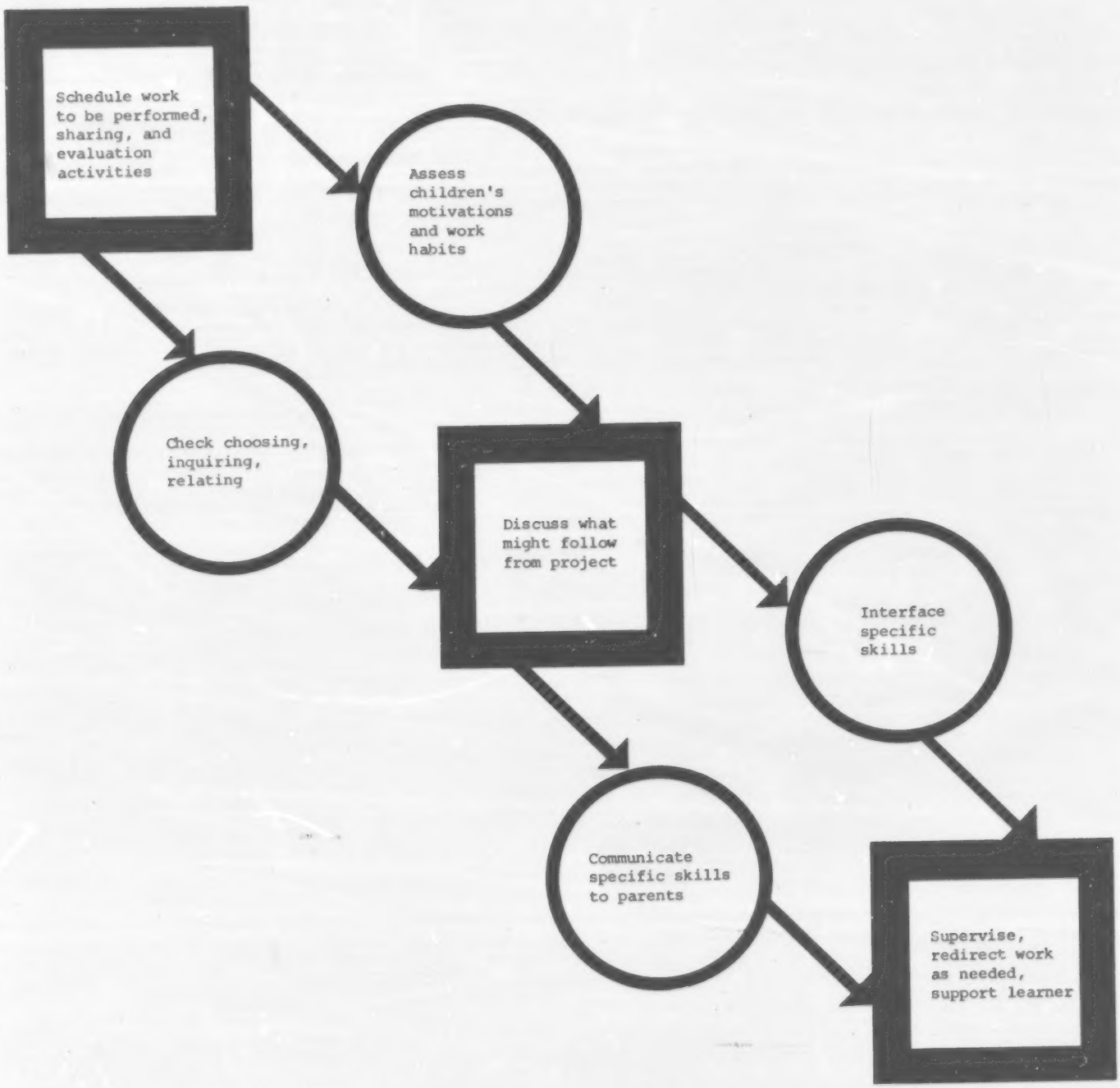
PROFESSIONAL COMMITMENT

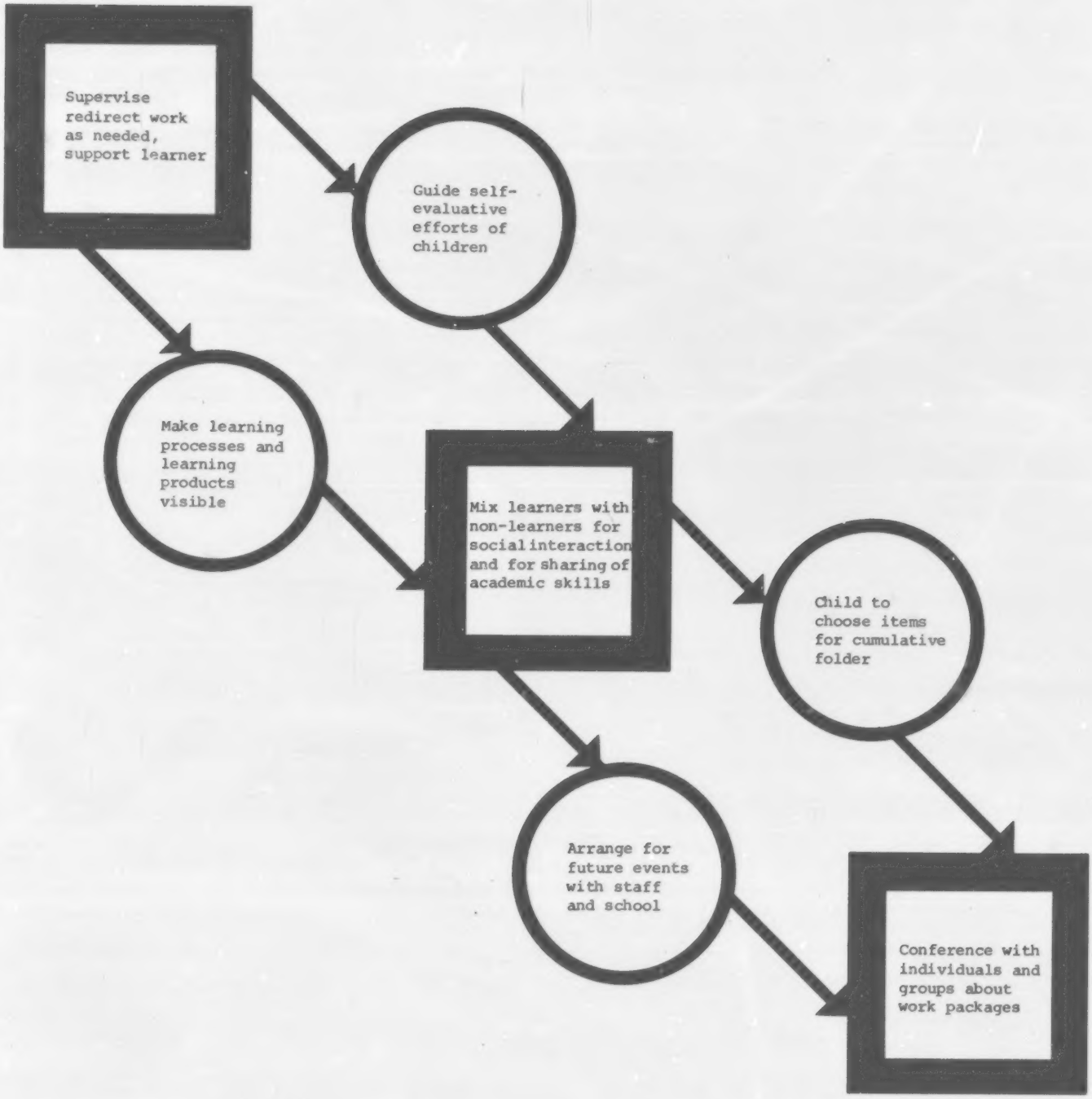
WHAT CAN AN able TEACHER DO?

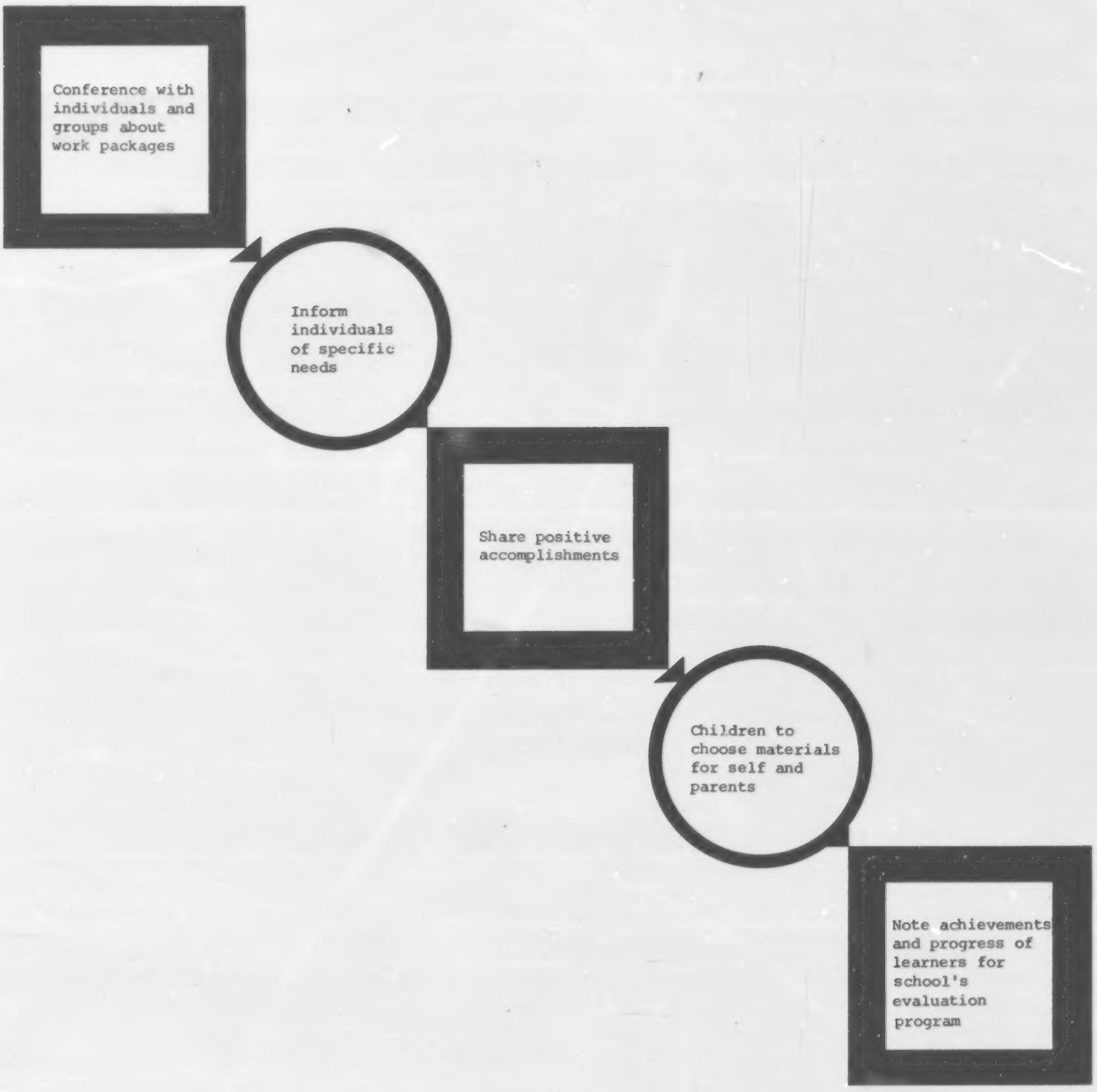

Plan with organizing center approach
Indicate people and materials, content, children's performance
Use work breakdown and network techniques
Check academic areas, developmental abilities, career education goals
Introduce plans and initiate activities with staff, children, and parents

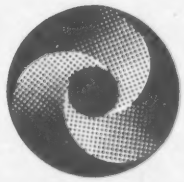
V


Introduce plans and initiate activities with staff, children, and parents
Check accessibility of people and resources
Check expressed interests with information about learners
Blend interests into work packages
Negotiate preliminary contracts (indicate work, time, resources, etc.)
Schedule work to be performed, sharing, and evaluation activities


Schedule work to be performed, sharing, and evaluation activities
Assess children's motivations and work habits
Check choosing, inquiring, relating
Discuss what might follow from project
Interface specific skills
Communicate specific skills to parents
Supervise, redirect work as needed, support learner


Supervise redirect work as needed, support learner
Guide self-evaluative efforts of children
Make learning processes and learning products visible
Mix learners with non-learners for social interaction and for sharing of academic skills
Child to choose items for cumulative folder
Arrange for future events with staff and school
Conference with individuals and groups about work packages


Conference with individuals and groups about work packages
Inform individuals of specific needs
Share positive accomplishments
Children to choose materials for self and parents
Note achievements and progress of learners for school's evaluation program



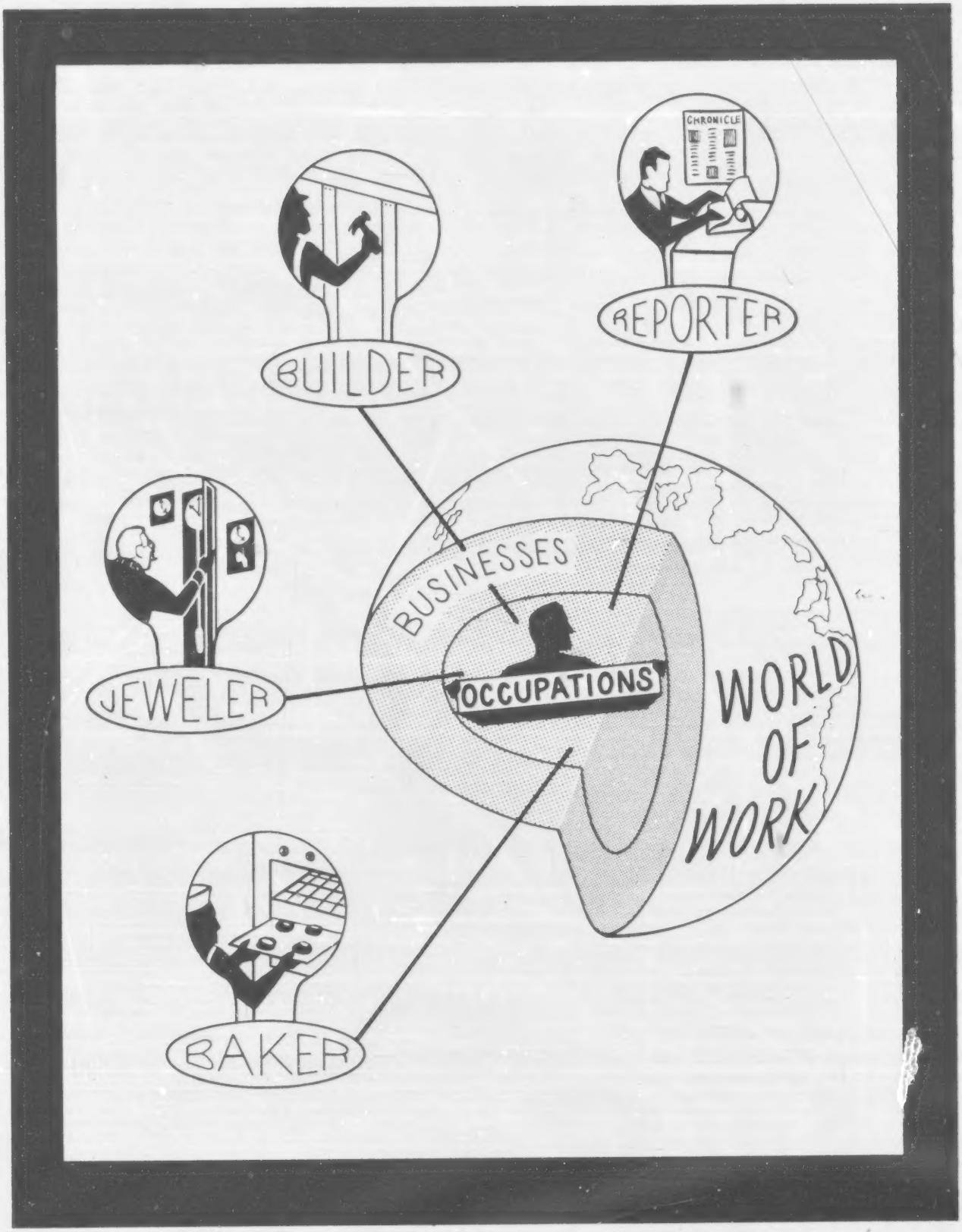
Note achievements and progress of learners for school's evaluation program

Choose materials for child's cumulative folder

Select visible products to contribute to class and school resource center

Conference with instructional team and project director

Plan with Organized Center approach


CHRONICLE
REPORTER
BUILDER
JEWELER
BAKER
BUSINESSES
OCCUPATIONS
WORLD OF WORK

BUILDING	OCCUPATIONS	Architect
		Carpenter
		Lumber Yard Salesman

Building, *as an idea,* has great generative qualities. By itself, it offers wholesome and worthwhile areas for study. However, we feel that the idea is too broad for use as the center of instruction in the elementary class setting. Young children need more than an abstraction. They need the warmth and color of real human characters.

An occupation can be an organizing center for instruction in the elementary school. The "content" of an occupation gives the teacher a variety of instructional choices and focuses upon life-centered activities. Also, personal authenticity is brought directly to the classroom.

All three occupations could be studied at once. That would require a great amount of pedagogical talent. We advise those entering our program to *plan one step at a time* until such time as large blocks of activities and events fit into place. Each page is designed to *help the teacher think through specific doing* possibilities for each occupation.

This introductory brochure is not intended as a teacher's guide for lesson by lesson instruction. Rather, it is seen as one of the many materials a teacher looks over in order to prepare for that sudden coming together of insight and expertise that is the hallmark of the artist-professional.

Illustrations of more detailed planning, implementation, and evaluation will be available at project headquarters.

ACCESSIBILITY

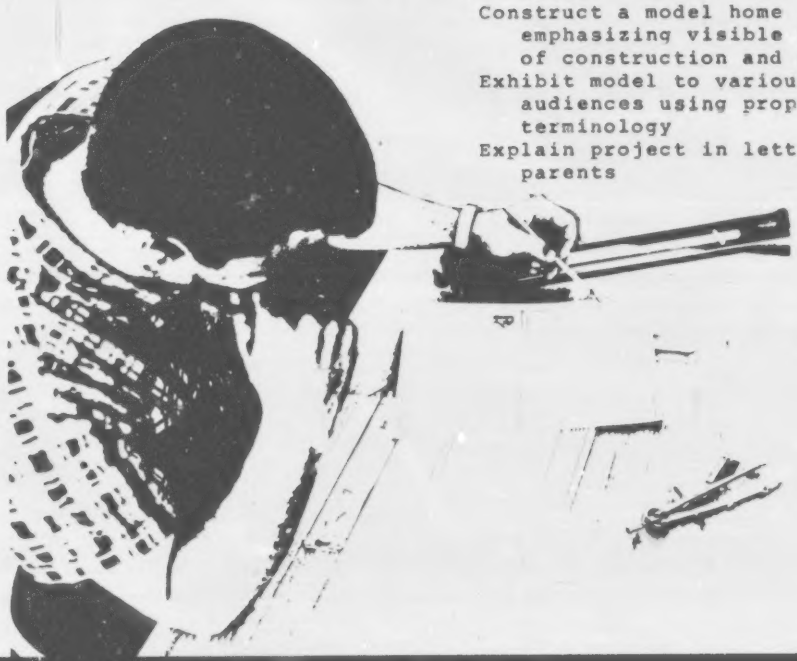
Architect
Realtor
Plan books and blueprints
Model home
Library materials (including films, filmstripe, tapes, etc.)
School building

MOBILITY

History of home structures
Planning and design of a structure
Coordination of products and services for a specific goal
Esthetic qualities of house and environment
Economic factors of construction
Building codes and zoning laws
Community services to house (gas, water, electricity, streets, sewer)

ACCOMPLISHMENT

Interview with "talent" to be written as an article for the school newspaper
List values which determine home design and construction
Roleplay home buyer and architect
Draft a design to scale
Interview city officials who supervise zoning and building codes
Construct a model home emphasizing visible features of construction and services
Exhibit model to various audiences using proper terminology
Explain project in letters to parents



ACCESSIBILITY

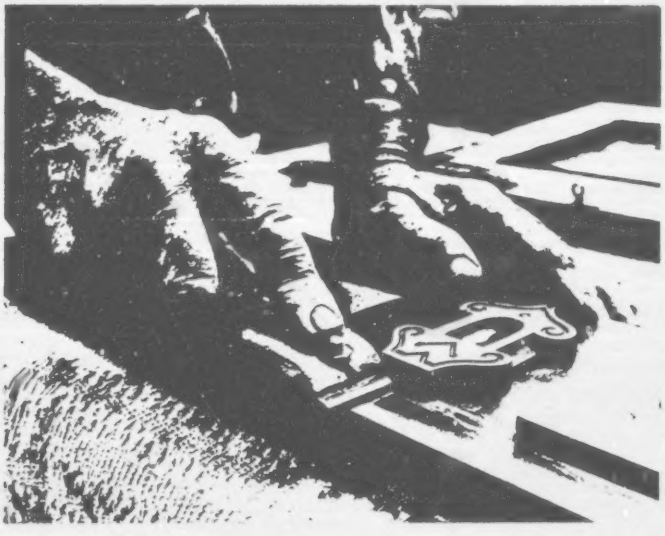
Carpenter
House under construction
Work room with hand tools
School building
Children's apartments or homes
Library materials

MOBILITY

Carpentry skills, training and working conditions
Tools and technology (prefabrication)
Mathematical skills
Vocabulary development
History of carpentry

ACCOMPLISHMENT

Handle tools and use terminology in reports and exhibits
Interview workers in building trades for articles in school newspaper
Outline steps in house construction
Figure costs of lumber (side walls, flooring system, roof system)
Write letters to parents about the features of a carpenter's work
Report on the history of a carpenter's work
Report on home repair carpentry



ACCESSIBILITY

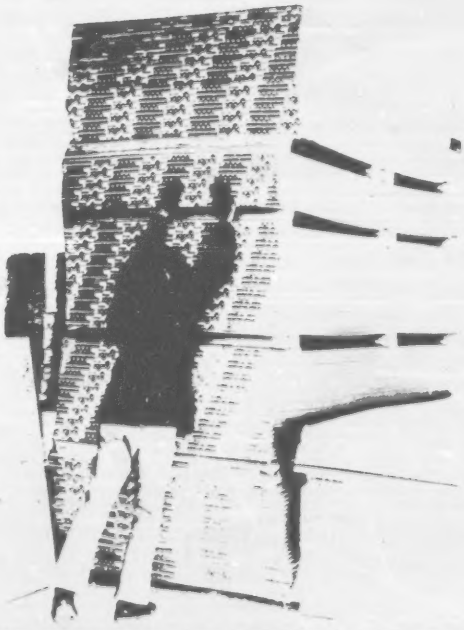
Salesmen from lumber companies
Lumber yard
Forest preserve
Trees around school area
Library materials

MOBILITY

Home building products (manufacture, transportation, sales)
Occupations, geographic areas, characteristics of job, future of industry
Cultural traditions
Conservation and development of natural resources
New products under development

ACCOMPLISHMENT

Map study (product maps)
Exhibits of building materials to show processing from raw to finished product
Write reports using vocabulary drawn from studies
Interview community members about housing needs and desires
Hand-on experience with different lumber yard products
Collections of nails, woods, etc. to show variety of products and their uses
Analyses of building products used in school construction
Report on how products are maintained and serviced



■

THE BAKERY ■	OCCUPATIONS ■	Baker
		Clerk
		Entrepreneur
		Wholesale Salesman

How many times have you heard a child ask,*"May I have a cookie?"* Have you ever thought of this everyday occurrence as an instrument to further a child's intellectual development?

Baking, as an organizing center, affords the classroom teacher a kaleidoscope of significant topics that can be enjoyed as they are studied. Almost any product or process that has to do with food is a "natural" for children. It's easy to promote this area of human endeavor since perfecting the art of cooking, or eating, has been a life-long enterprise for many adults.

Teachers who start with fundamental life activities find themselves surrounded with wholesome social events. Those who start with abstractions and logic find themselves searching about for motivational gimmicks and ways in which to strengthen their classroom activities.

ABLE teachers have to be more effective because they are latching on to *life*. Less time will be spent explaining why studies are necessary (the material is self-evident) and more energies furthering instruction will be contributed by interested children, parents, and other community talent.

Fundamental life activities *such as baking* may not appear as erudite as behavioral objectives which have been abstracted to form a master conceptual plan. After all, who can compare a crumbly cookie to the neat mind of a statistical researcher? Nevertheless, the multi-sensory facets of a cookie reflect as those of our most precious diamonds in bringing basic understandings of our human heritage to the learning child.

ACCESSIBILITY

Baker
Bakery
Recipes
Kitchen utensils
Baking ingredients
Library materials (including film, filmstrips, tapes, etc.)

MOBILITY

Baking (skills: baking, decorating; training - schooling; working conditions - sanitary regulations)
Tools and technology (past and present)
Mathematical skills (fractions, weight, volume)
Chemistry (effects of temperatures)
Vocabulary development

ACCOMPLISHMENT

Handle tools used by the baker
Demonstrate skills used by the baker through puppetry
Compare home baking (baking from scratch, frozen and prepared foods) with "bought" bread
Compute amounts of ingredients in sample recipes
Outline steps for personal baking experience at home
Report on the chemistry involved in baking (oral or written form)
Draw pictures of the baker at work

ACCESSIBILITY

Clerk
Bakery
Dictionary
Cook books
Library materials

MOBILITY

Customer-clerk relations
Mathematical skills
(money changing)
Health standards
Ethnical baking - customs
of cultures

ACCOMPLISHMENT

Roleplay clerk and customer
ordering quantities of
baking products
Construct a model retail bakery
Detail sanitary habits and codes
in a public establishment
Figure money exchanges
Figure quantities of bakery
products for parties
Exhibit samples (and word lists)
of ethnical baking
Taste ethnical products and
describe appearances and tastes
Make a mural of bakery products
advertised in newspapers and
magazines
Read aloud vignettes from
"literature" wherein baking
processes or products are
described

ACCESSIBILITY	Owner of the bakery (entrepreneur) Employees of municipal health department Bakery Library materials
MOBILITY	Planning and design of a bakery (assembly line) Economic factors (labor, cost of materials, equipment costs, overhead, profit) Capitalism Technology - past and present (tools and equipment) Sanitary laws - government Ethnical aspects - culture (Italian, Jewish, Bohemian, Swedish) Delivery methods (home, supermarket)
ACCOMPLISHMENT	Roleplay employer interviewing prospective employees Display selected baking developments from past to present Explain health standards and function of government agencies Interview people from different ethnical groups about customs, tools, and products for articles in school newspaper Exhibit samples of ethnical baking Illustrate profit, loss, and gain in graph form Construct a model assembly line Use new terminology in written work Chart routes of delivery

ACCESSIBILITY

Wholesale salesman of bakery
Order forms
Products used in baking
(sugar, flour, salt)
Farms
Processing plant
Library materials

MOBILITY

Original and manufactured
sources of baking ingredients
Processing of raw products into
marketable items
Transportation (packaging, routes,
storaging)
Mathematical skills (computation
of orders using volume, weight,
and prices)
Economics (wholesale and retail)

ACCOMPLISHMENT

Make and discuss product maps
Exhibit the transformation of
raw products into finished
marketable items
Illustrate transportation
methods in chart form
Interview salesmen and housewives
about ingredients to make
certain products for article
Figure (mock) wholesale and
retail costs
Analyze graphs and report sales
figures
Use technical vocabulary of
baking product salesmen in
oral or written reports
Write articles for school
newspaper
Arrange class bake sale

■

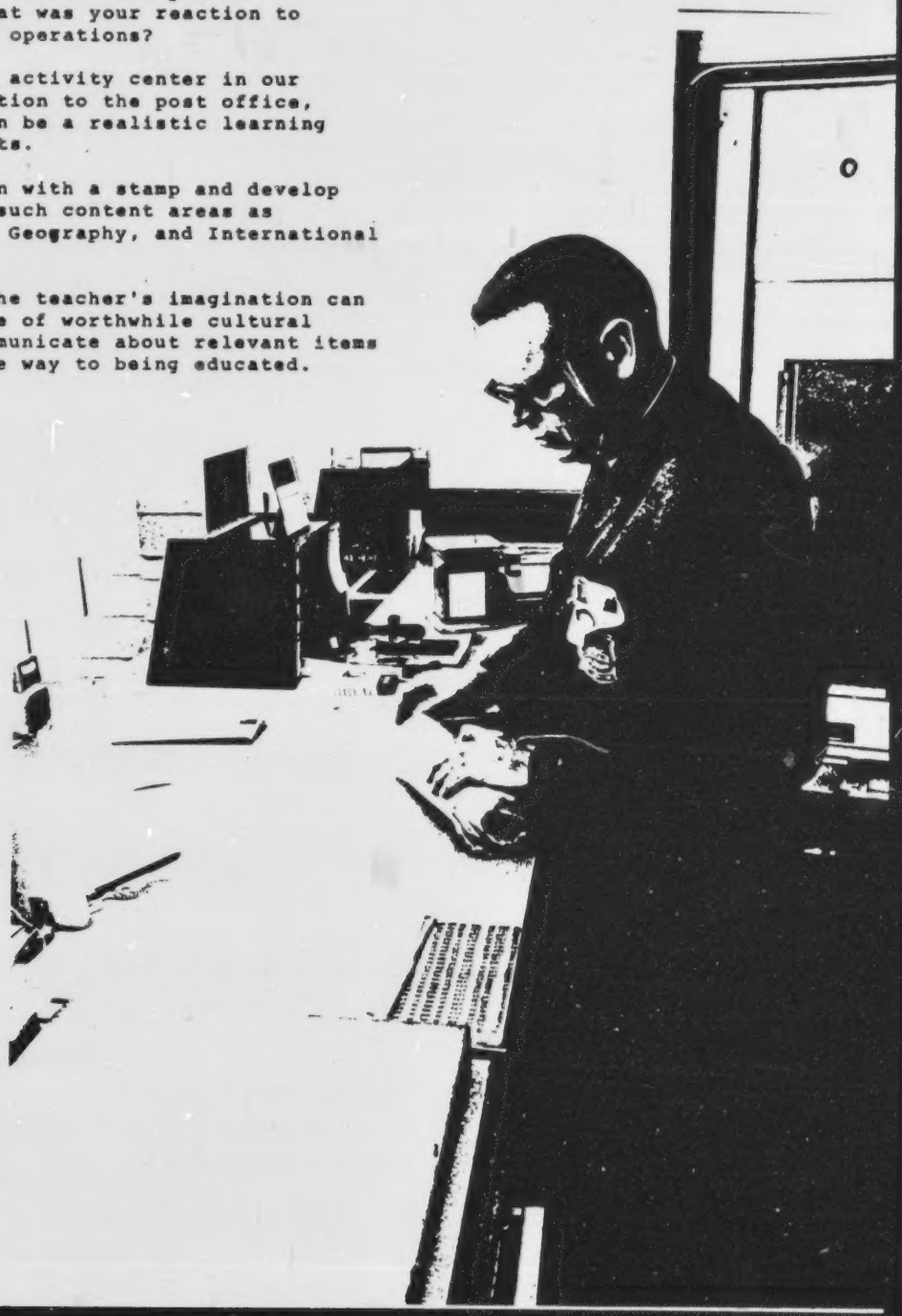
THE POST OFFICE ■	OCCUPATIONS ■	Postmaster
		Clerk
		Mailman
		Truck Driver

As a child, how often did you go to the post office? What was your role in this adventure? Were you an on-looker or a participant? What was your reaction to the official "behind-the-scene" operations?

The post office is a basic activity center in our social life. An early introduction to the post office, and the structure behind it, can be a realistic learning adventure for elementary students.

An ABLE teacher could begin with a stamp and develop ideas to lead students through such content areas as Graphics, Mathematics, History, Geography, and International Relations.

Children's interests and the teacher's imagination can combine to build a strong bridge of worthwhile cultural content. When children can communicate about relevant items in their culture they are on the way to being educated.



ACCESSIBILITY

Postmaster
Post office
Stamp collections
Zip code book
Library materials (including films, filmstrips, tapes, etc.)

Mathematical skills (money changing)
Management
International relations
United States history
Geography

Compute with stamps
Design "commemorative" stamps
Describe the process of making a stamp
Outline the structure of a post office
Report describing the history of the post office
Letters to parents explaining post office operations
Exhibit stamp collections from around the world
Report on postal systems of other countries
Interview the local postmaster for news article
Write letters to people in other countries
Arrange exchange program with children of other cultures
Panel discussion on public versus private message delivery systems
Report on supervision and inspection of employees

ACCESSIBILITY

Clerk
Packages to send
Postal scale
Students' mail
Students' stamps
Mail system in class

MOBILITY

Mathematical skills, money changing, volume weights
Study of shapes
Composition - letter writing
Packaging
Holidays

ACCOMPLISHMENT

Roleplay of clerk and customers
Develop a class mail system
Send letters to classmates within school
Send letters to parents explaining project
Wrap packages (could have a social-work aspect by sending these packages to needy people in area)
Weigh packages
Make chart showing shapes of various types of packages
Exhibit designs for stamps made by children
Compare work done by clerks in other businesses with that done by post office clerk
Report on seasonal mail and cultural customs
Explain zip code system

ACCESSIBILITY

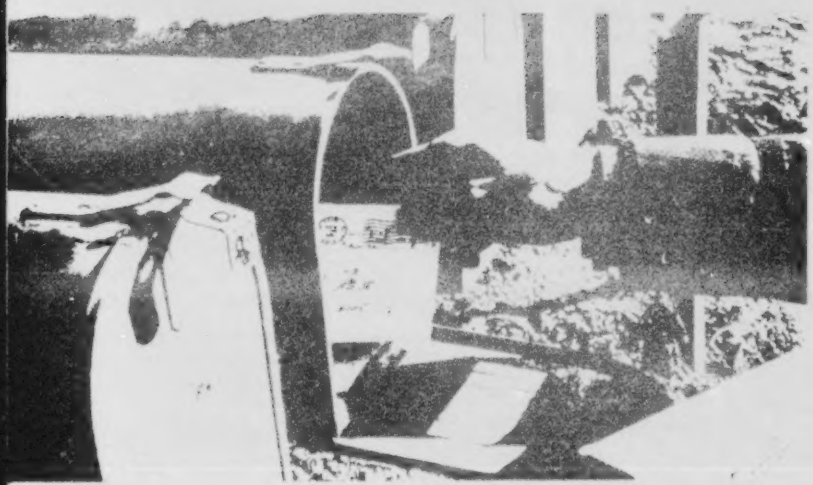
Mailman
Students' mail
Photo of uniforms
Mail bag
Library materials

MOBILITY

Human relationships
City geography
English composition
Interviewing skills
History
Government

ACCOMPLISHMENT

Interview mailman for news article
Develop map of city mail routes
Construct a model post office
Letter writing to friends and relatives
Have children try to carry an authentic filled mail bag
Deveop a chart of the city's postal system
Write a report explaining recent changes in mail system
Discuss delivery of mail throughout history of United States
Report on famous messages (Battle of Marathon, Garcia)
Report on alternate ways of sending messages (phone, TV, special messenger)



ACCESSIBILITY

Truck driver
Larger post office (photos)
Helicopters (photos)
Truck
Library materials

MOBILITY

Transportation structure (how mail travels)
Geography
Cartography skills
Interviewing skills
Management (central receiving)
Labor relations

ACCOMPLISHMENT

Chart differences of post offices in urban and rural areas
Interview truck driver for school radio station
Report on receiving system of school, of school system
Set up a central receiving system in classroom for messages from others in the school
Make a map showing the stops one letter may go through
Compare work of truck drivers in various businesses
Report on mail delivery systems (air, truck, train)
Report on handling mail (zip codes)

THE TELEPHONE ■ OCCUPATIONS ■ Service Representative
Telephone Installer
Telephone Operator
Clerk

Have you ever stopped to think about how many times a day you use the telephone? Are you aware of the many operational facets of the telephone company? A few of the occupations in this business have been chosen as representative and developed within a form we introduced in an earlier brochure.

Many vistas can be revealed through encounters with men and women in the "telephone business". In fact, you might say *the material lends itself to being an academic supermarket.* From the person to his skills, from the person to his business relationships, solid subject matter awaits!

Using the "telephone business" as an idea for an *organizing center* can also generate avenues into correlated learning areas. For example, an enterprising teacher may wish to explore communications media. A journey into the future to preview and predict the kinds of communication available for twenty-first century man (*the children in your class today*) is no longer an idle, romantic dream. Guided thinking about our unfolding world is a necessity; that is, *if instruction is to be relevant to the needs of a planning society in the seventies.*

The material presented here indicates only a few of the instructional possibilities in the broad area of communications. No doubt, you'll think of many more as you move your imagination along these lines. Your thoughts, keyed to your local classroom setting, will be more specific, more vivid, and we're certain more suited to your *ABLE* children.

ACCESSIBILITY

Service representative
Telephone
Telephone books
Library materials (including films, filmstrips, tapes, etc.)
Posters

MOBILITY

Mathematics (distance, billing, tolls, cost)
Conversational skills
Science of sound
Writing skills (i.e., abbreviations)
Communications services in the home, business, industry
Vocabulary skills
History of communication via the telephone

ACCOMPLISHMENT

Roleplay interviews
Interview persons about the uses of the telephone (personal, business) for article
Construct a model telephone
Prepare a bulletin board on use of the phone
Write reports using technical vocabulary
Roleplay taking steps to have a phone installed
a. in a home
b. in a business
Plan a class publication (newspaper, brochure) on communication in modern society

ACCESSIBILITY

Telephone installer
Installer's truck
Installer's tools
Telephones
Site where construction is underway
Library materials

MOBILITY

Vocabulary development
Technology and communication
Communication in other countries
Geography skills (i.e., globe study)
Communication satellites
Communication media of the future
Letter writing skills

ACCOMPLISHMENT

Write letters to communication media services requesting information
Exhibit models of communications satellites
Write oral reports on communication technology
Prepare a script and pictures for school program on communications
Dramatize significant inventions contributing to the progress of communication (what, when, who, where, how, why)
Draw pictures of the telephone installer at work

ACCESSIBILITY

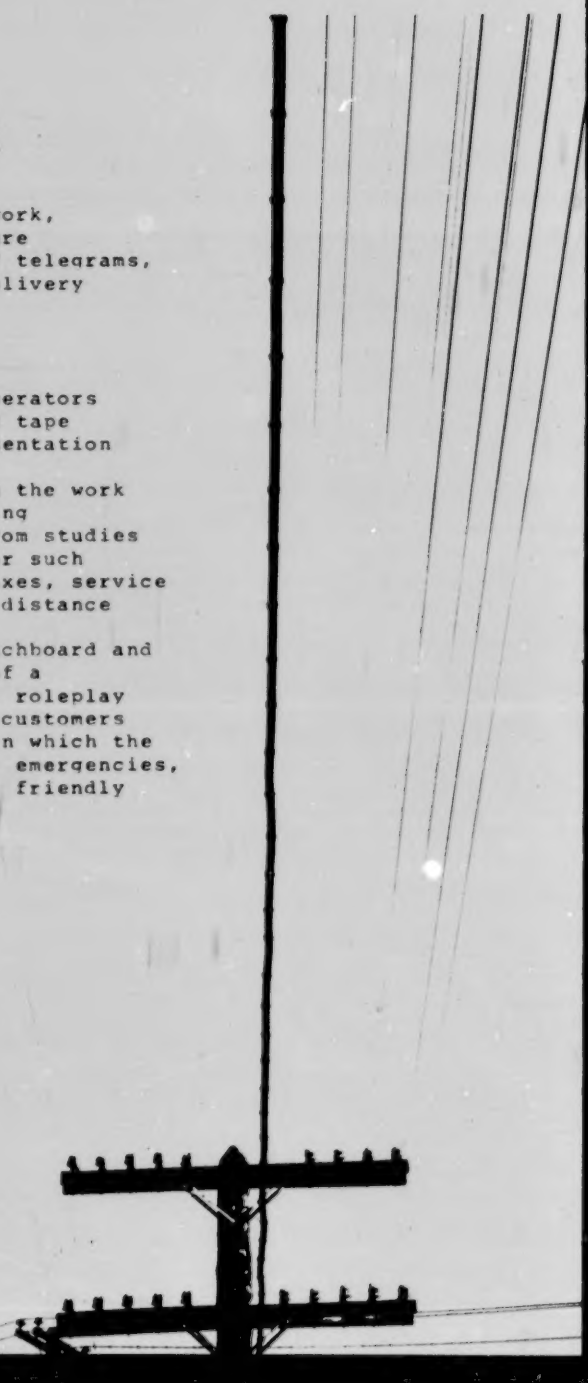
Telephone operator
Telephone company building
Telephone
Library materials
Display materials

MOBILITY

Telephone manners
Conversational skills
(i.e., enunciation)
Vocabulary development
Mathematical skills
Interviewing skills
Telephone operator's work,
past, present, future
History and science of telegrams,
cablegrams, mail delivery

ACCOMPLISHMENT

Interview telephone operators
about job (film and tape
recording) for presentation
to another class
Write a composition on the work
of the operator using
vocabulary drawn from studies
Analyze phone bills for such
things as tolls, taxes, service
Figure costs for long distance
calls
Construct a model switchboard and
simulate the work of a
telephone operator; roleplay
conversations with customers
Dramatize situations in which the
phone is utilized - emergencies,
social invitations, friendly
conversation



ACCESSIBILITY

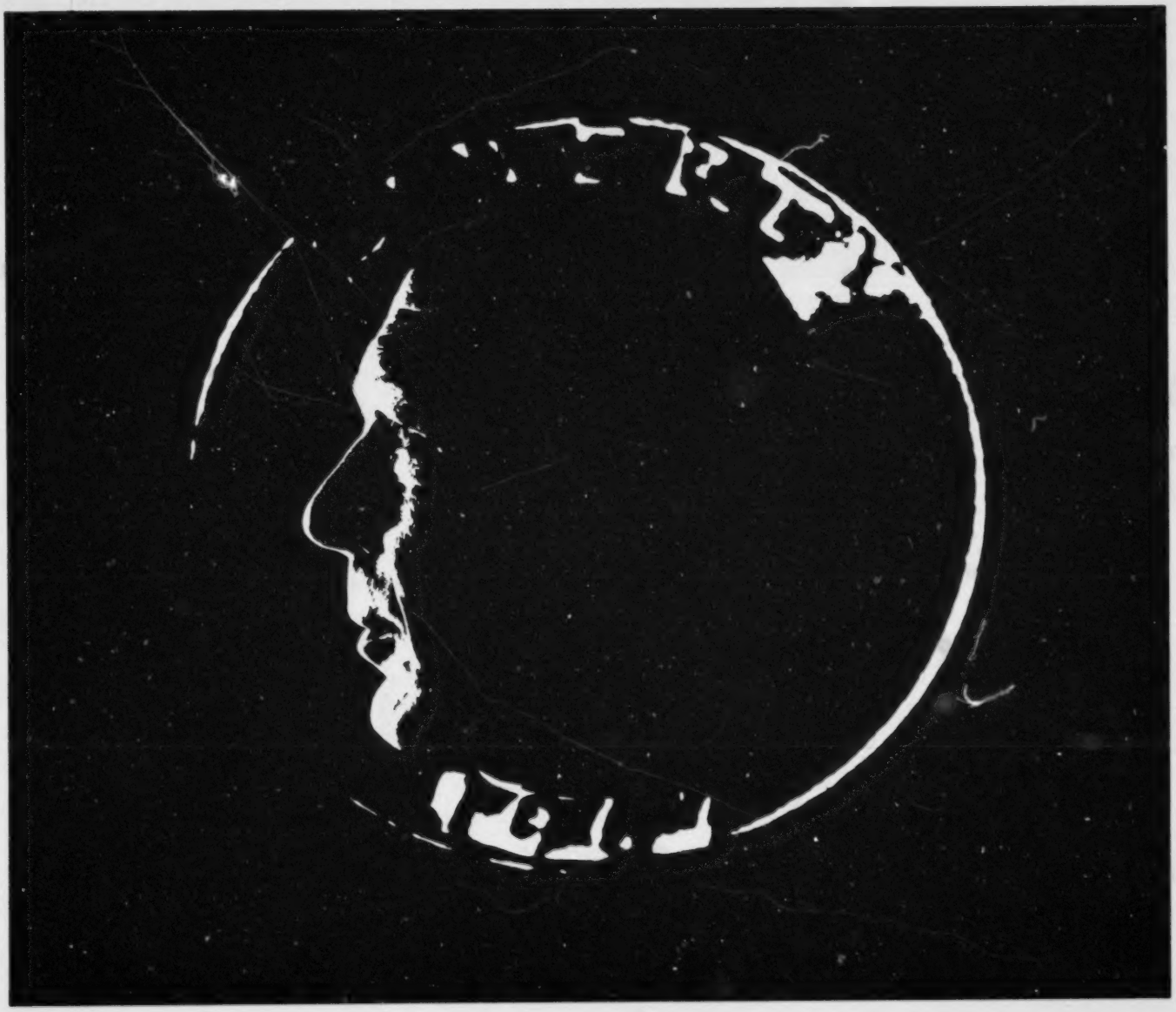
Clerk
School secretary
School office
Business office of telephone company
Business office equipment
Display materials

MOBILITY

Vocabulary development
Office technology - past, present and future
Writing and speaking skills
Mathematical skills (billing, payments)
Computer programming

ACCOMPLISHMENT

Simulate answers for want-ads of available office jobs
Set up a business office - roleplay various jobs
Interview the different kinds of plant clerks (tape and film recording) for reports
Compute mock payroll for telephone company employees -tax deductions, etc.
Roleplay: cashier and customer
Make an experience chart listing available jobs at phone company
Make a dictionary of technical terms used in telephone company business
Roleplay: customer and repair service
Interview school secretary about her work
Panel discussion on advantages and disadvantages of office work



■

THE BANK ■	OCCUPATIONS ■	Teller
		Billing Clerk
		Loan Officer
		President

Penny wise, pound foolish!

A penny saved is a penny earned!

How many of these pithy maxims have you learned? How many do you use when you're teaching?

Now stop for a moment and reflect. Do your children understand the background of your expressions? So many of our commonplace proverbs have no meaning to children because they've had no sensory experience with concepts behind the words. *Besides, we're living in an age of credit and the maxims of the eighteenth century often do not apply to contemporary life.*

Children who will be living through the last third of this twentieth century will almost certainly be using the services of a bank. Accounts will be opened, if they haven't been opened already. Very few will be able to function effectively by hiding savings under a mattress. Today, even money from the tooth fairy gets deposited or spent.

We earn money, spend it, save it, borrow it, or invest it. People who work in a bank and the institution of banking help us in these money-centered activities.

Learning how to manage assets and resources helps a child feel "grown up". But feeling big is only half the mission. Knowledge and skills have to be learned, too. What child can develop a mature self-image in our capitalist society if he does not know how to deal with money matters?

ACCESSIBILITY

Teller
Currency
Checks
Bank forms
Saving account books
Library materials (including films, filmstrips, tapes, etc.)

MOBILITY

Customer relations
Procedures of withdrawing and depositing money
Checking accounts
Saving accounts
Proper use of checks
Mathematics (arithmetic processes, computation of interest, etc.)
Currency - past and present
Currency - foreign
Types of checks (traveler's checks, personal, payroll)
"Quality control" procedures in processing checks and money

ACCOMPLISHMENT

Roleplay teller and customer transacting business
Roleplay cashing a check (traveler's check, etc.)
Bulletin board describing the different types of currency
Chart illustrating currency - past and present
Explain the different types of checks (oral, written)
Dramatize security procedures in case of holdup
Discuss what could be used in place of money
Write reports on history of banking

ACCESSIBILITY

Clerk in billing department
Billing department in bank
Bank statements
Bank forms
Library materials

MOBILITY

Concept of interest
Mathematics (computing interest, balances)
Terminology within work stations
Procedures and machines to increase productivity (addressing, mailing)
Accounting procedures
Computer "language"

ACCOMPLISHMENT

Compute:
a. balance of savings accounts
b. interest on amounts for varying lengths of time
Explain information found on bank statements
Explain purpose and operation of machines in billing department
Write reports regarding use (and misuse) of checking accounts
Roleplay telephone calls between customer and billing clerk about bank balance
Write interview with clerk for news article in class journal
Compare clerk's job with the job of school secretary

ACCESSIBILITY

Loan officer
Loan applications
Bank forms
Bank
Library materials

MOBILITY

Economics of capitalism (credit, loans, capital)
Development of the concept of loans
Duties and responsibilities of loan officers
Different types of loans (mortgages, farm loans, home improvements, business)
Procedures in [illegible] ng and obt[illegible]
Methods
Gover[illegible]ations of loa[illegible]
Loan
Com[illegible]nterest

ACCOMPLISHMENT

Discuss
agencie[illegible]
available

ACCESSIBILITY

President
Bank
Office of Secretary of State, State of Illinois
American Banking Association banking kit
Library materials

MOBILITY

Duties of executives (management, decision-making)
Internal operations of a bank
Development of trade and money
History of banking (variety of banks)
Government regulations
The Federal Reserve System
Security arrangements
Community services (public relations)

ACCOMPLISHMENT

Draw pictures of a bank's different operations
Write reports describing the duties of the president and other executives
Roleplay the bank president with other bank employees
Explain organizational chart illustrating the management of a bank
Chart illustrating the development of materials used as money
Chart illustrating the community services of local banks (bond issues, etc.)
Set up a bulletin board illustrating critical incidents in the history of banking
Write reports describing government regulations of a bank
Discuss the Federal Reserve Banking System (interest rates, etc.)

David F. Yeck
Assistant Professor
University Laboratory School
Northern Illinois University

When children need to know we have the richest environment for effective teaching. The following describes an instructional program in which subject matter became meaningful to students who were using work activities of the adult world.

When first presented as an opportunity to learn about "banking", sixty-one children, ages six to ten, out of a total of seventy in the cluster group, indicated an interest. With such a healthy beginning, the teacher then developed the following program.

Construction of a classroom bank was undertaken with the help of local merchants and the Industrial Arts teacher in our cluster. The children first designed what they wanted in their bank and then proceded with construction. In the process children used hammers and nails, drills, screwdrivers, handsaw, saber saw, and a plane. Upon completion, painting and naming of the bank took place.

The bank contained two slidable teller windows and an operational door. Later, a burglar alarm system was set up for the bank.

Before the grand opening, two local bankers and a savings and loan executive came in and discussed their role in their business operations. All three had been given a list of questions prepared by the students and were prepared to talk about the human element of their occupations. Also, the consultants explained in detail many of the relationships between people working at their businesses.

After the community talent was interviewed and the children discussed their thoughts about how to proceed, an election was held for bank board president. In the preliminary election, seven candidates were reduced to three. Before final balloting, the three candidates presented their ideas on running the bank. After selection of the president, six people were appointed to the bank board.

Policies of the bank were to be decided upon by the bank board. One of the problems facing the bank board was the decision regarding rate of interest to be paid to depositors. The children had to determine how the bank would be able to pay this.

Through discussion the children came up with the idea that loans could be made to individuals and private enterprises. Interest from the loans could then pay dividends to depositors

at a predetermined interest rate.

Development of a company followed. It was formed by presenting the children with the opportunity to develop their own idea into a company. The only restriction placed upon the children was that of having all age levels represented in the company.

Thus, a company was set up composed of sixteen children in the banking project. This company would (hopefully) float a loan from the Cluster C Savings Bank in order to purchase their needed materials.

A president and treasurer were elected to set up the company. One of the first tasks undertaken by the company was the selection of a product. Candy came to mind. A study of the price of various kinds of candy from a wholesaler showed that the profit of margin was too small for consideration. Other products were also suggested with the eventual acceptance of popcorn as the product for the company to sell. The company then became known as the Cluster C PC Company. PC for popcorn. Expenditures for supplies were discussed and it was decided the company would need twelve dollars. The president and treasurer then sought to negotiate a loan for the amount with the bank board.

The importance of establishing a concrete proposal had been presented to the class earlier by the authentic banking consultants. The bank board knew the need for security when making a loan. These two ideas were clearly in mind as the negotiations went on.

The president of Company C PC began with, *"How much money do you have in the bank?"* From that point on the bank personnel took the offensive and after some spirited discussion, unanimously voted no on the proposed loan.

After both sides discussed the situation by themselves, the bank board was approached again about the possibility of loaning a smaller amount. The bank board asked for time to meet without the CPC people and considered the situation carefully. Then the company representatives were asked back into negotiations and given the following proposal: the bank would loan the company seven dollars at a sixty per cent interest rate. (The original loan under consideration was twelve dollars at four per cent interest.) The bank explained to the company the reason for the increase in interest rate and the decrease in the loan was due to the company, considered by the bank, as a poor risk. ("Poor risk" had been explained two days prior to the loan by the local consultants.) Later, in discusion with the bank board, the president pointed out that if they had made the seven dollar loan at forty per cent it would not cover the interest they were to pay their depositors.

The consultant from the savings and loan company returned and spoke to the class before the loan was made. He spent an hour with the Cluster C Savings Bank Board and the PC Board about the process of making a loan. One of the main concerns at this meeting was the contract to be drawn between the two

boards. The bank board wanted to establish without a doubt that the company was legally responsible to repay their loan.

The contract was signed and capital finally secured. PC Company proceeded with advertising and the securing of the materials needed for their popcorn sale. The sale involved a total of twenty-four pounds of popcorn, a gallon and a half of oil, a box of popcorn salt and three hundred and twenty popcorn bags.

After expenses, the company had made a profit of thirteen dollars and ninety-nine cents.

The bank had total deposits of eighteen dollars and twenty-five cents. Children were permitted to deposit a maximum of twenty-five cents on which they would receive twenty per cent interest. In listening to the consultant from the savings and loan explain how dividends were paid on a specified date, the bank president explained the dividend date of the Cluster C Savings Bank. In the process of operating the company, a second loan of five dollars at forty per cent had been made to the company. This depleted the bank's fund to six dollars and twenty-five cents thus setting up a possible "run on the bank", which had been explained by the consultants.

The run on the bank was possible because PC Company was having an unannounced penny candy sale, instigated by the teacher. The objective was to study the reaction of the children to see if they would withdraw their savings before

the dividend date. The bank board was informed of the situation and decided there may be a need for a larger reserve. They clearly saw why savers might withdraw from their accounts and were concerned. As a result, they decided to re-negotiate the second loan of five dollars at forty per cent with the PC Company for an earlier pay-back date. The concept of a dividend date was firmly established for only three children withdrew a total of seven cents from the bank.

After computing the interest to be paid Cluster C Savings Bank savers and the expenses of the PC Company, the total project netted twenty-two dollars and one cent.

A project such as the bank provides the teachers with a wide range of concepts which can be developed. Opportunity to discuss ideas and actions with many individuals was turned into many teachable moments. Many levels of difficulty in the cognitive, affective, and skill areas were present. Another important aspect of the project was the positive relationships between the school personnel, parents, and people in business.

We've used the World of Work as an Organizing Center for the Curriculum of the Elementary School and it worked well for us. Will we plan and implement other activities such as this one? You can *Bank On It!*

■

THE NEWSPAPER ■	OCCUPATIONS ■	Reporter
		Display Advertising Manager
		Circulation Manager
		Editor.

The widespread epidemic of teacher-proof programmed materials has finally met with an educational cure which ABLE teachers are administering in full dosages.

Life forms are returning to full effectiveness.

Test curves reveal student apathy is disappearing from the acadedemic scene.

EXTRA! EXTRA!

This new medico-educational breakthrough focusses upon a few occupations found in the field of journalism.

In this approach, the *authentic* members of a newspaper staff serve as a clinical team to assist the teacher in classroom operations. Teaching vitality is returning.

In addition, the newspaper staff carries with them *visible* medication in the forms of *history, relationships, language, and technology.*

The ailing classroom appears to be responding well to these journalism occupations.

Further details are explained in the following supplement.

ACCESSIBILITY

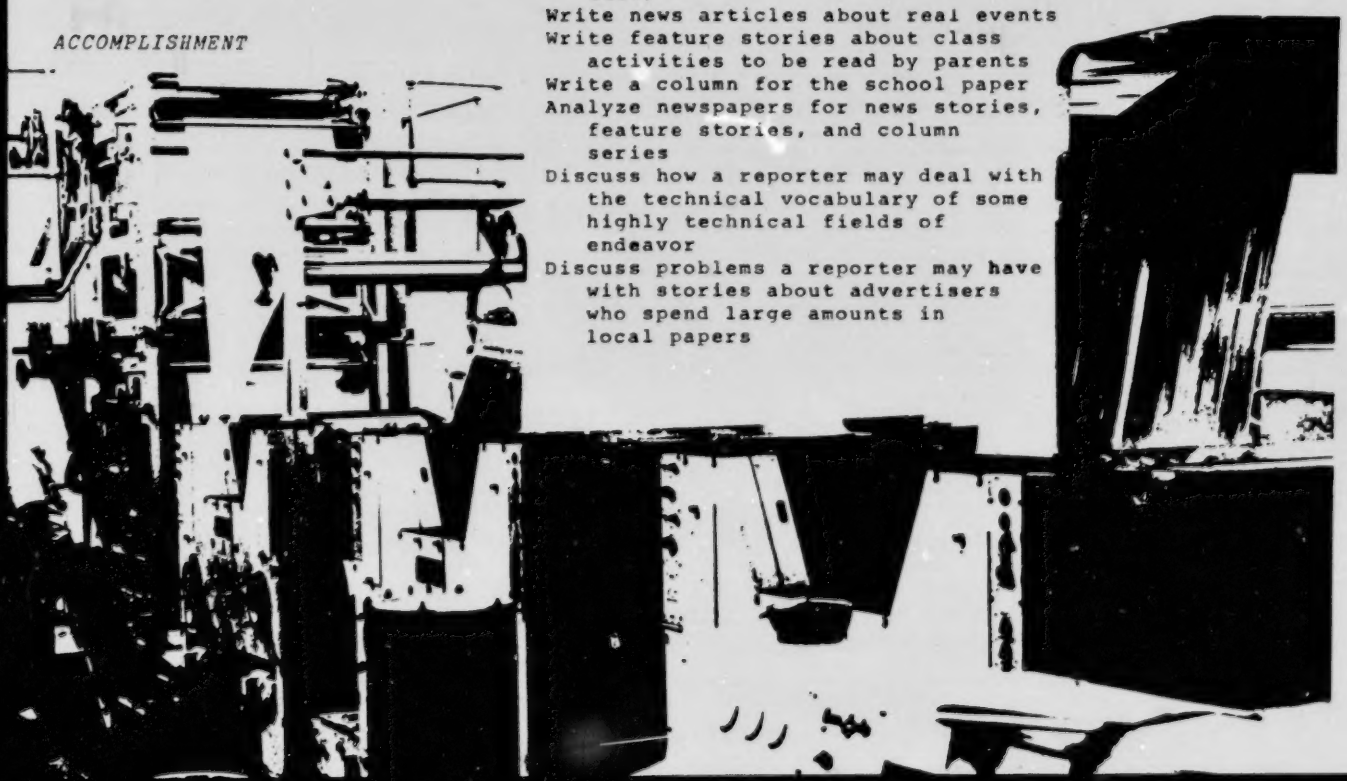
Reporter
Photographer
Newspapers
Library materials (including films, filmstrips, tapes, etc.)

MOBILITY

Types of reporting (news, feature stories, and columns)
Photography as a means of reporting
Written communication skills
Verbal communication skills, especially interviewing techniques
Relationship of reporter to editor
Relationship of reporter to "news makers" (those interviewed as well as to public)

ACCOMPLISHMENT

Discuss advantages and disadvantages in writing a story as opposed to showing a picture
Roleplay reporter working with an editor
Roleplay reporter interviewing a witness (to a robbery, to a fire, etc.)
Write news articles about real events
Write feature stories about class activities to be read by parents
Write a column for the school paper
Analyze newspapers for news stories, feature stories, and column series
Discuss how a reporter may deal with the technical vocabulary of some highly technical fields of endeavor
Discuss problems a reporter may have with stories about advertisers who spend large amounts in local papers



ACCESSIBILITY

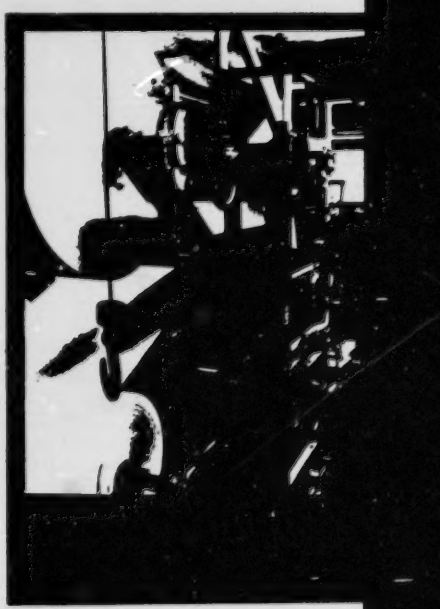
Display advertising manager
Typographer
Merchant
Newspaper
Library materials

MOBILITY

Relationships within the advertising departments
Types of advertising (business, political, public service)
Sources of advertising
Contributions of advertising to the life of newspapers
National, regional, and local advertising accounts
Terminology (space, page, position)
Technology (mats)
History of equipment used for advertising purposes

ACCOMPLISHMENT

Display terminology of advertising staff and sample ads on bulletin boards
List words often used in ads and discuss denotations and connotations
List products often advertised and those rarely advertised
Analyze slogans used in advertising
Evaluate advertisements for content, esthetics, and potential impact
Illustrate difference between the early American presses and modern presses (in regard to advertising)
Write reports on old and new advertising techniques
Originate ads for selected products
Roleplay selling advertising space to cooperating merchant



ACCESSIBILITY

Circulation manager
Paper boy
Truck driver
Newspaper distribution agency
Route forms
Library materials

MOBILITY

History of the circulation of news throughout community (town crier to modern newspaper delivery methods)
Transactions of money in wholesale and retail operations
Opportunities for small business activities
Terminology
Technology (transportation, record-keeping)
Relationships (manager, paper boy, customers)
Mathematics (time, size, weight, volume, computation of monies)

ACCOMPLISHMENT

Chart illustrating circulation of newspapers in local community
Chart illustrating transportation and handling of city newspaper to suburban and rural areas
Discuss reasons for international, national, and local newspapers
Roleplay circulation manager hiring a paper boy
Write reports (and give dramatizations) on how people received the news before newspapers
Compute a paper boy's earnings in relation to number of customers
Discuss new ideas for acquiring new customers for the neighborhood newspaper

ACCESSIBILITY

Editor
Newspaper plant
Newspapers
Library materials

MOBILITY

Relationship of editor to newspaper staff
Ways in which editing is done
Sources for editorial viewpoints
Public interest in editor's work (letters to the editor)
Concept of timing and events
Technology
Language skills (reading comprehension, hidden meanings)

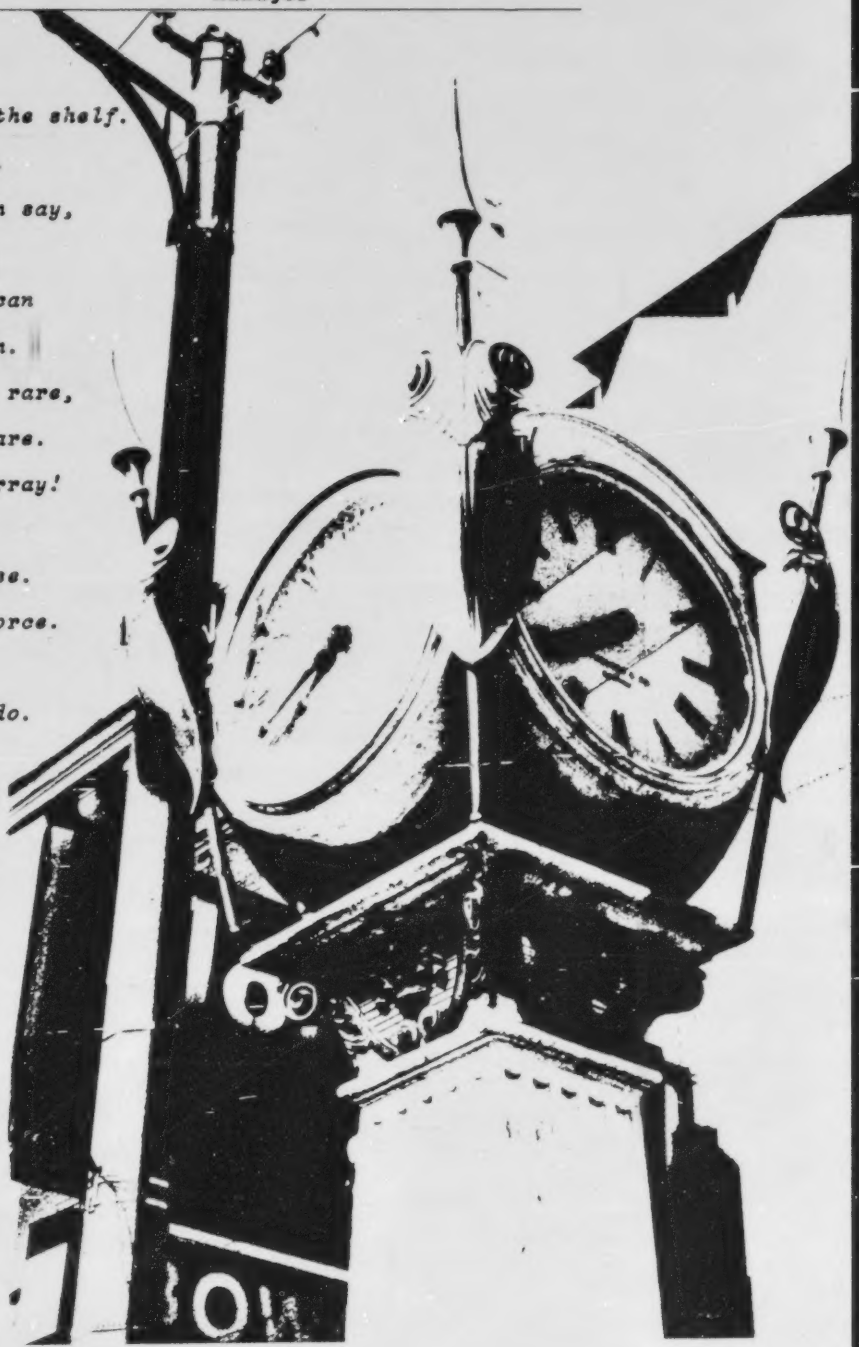
ACCOMPLISHMENT

Roleplay editor directing his staff
Write an editorial page for the school newspaper
Write letters to the editor of the local newspaper
Edit news stories as published in community newspapers
Compare editorials written in one newspaper to those written in another newspaper (about the same subjects, if possible)
Discuss reasons why one editor might hold a different viewpoint than another editor
Discuss reasons why an editor has certain viewpoints and why he often develops a "professional" editorial viewpoint other than his personal beliefs

THE JEWELRY STORE ■ OCCUPATIONS ■

- Watch Salesman
- Diamond Salesman
- Jewelry Repairman
- Manager

"Tick, tick, tick" from the clock on the shelf.
Ready for teaching? Prepare yourself.
How many times have you heard children say,
"What are we going to study today?"
Time is a wink. Let's catch what we can
by studies surrounding the jeweler man.
Concepts of time, jewels precious and rare,
take on a new light if handled with care.
Water clocks, hourglasses - what an array!
History, technology - all on display.
Reading and writing, science, of course.
Enough solid content with plenty of force.
Take an idea and follow it through.
Your ABLE children will know what to do.



ACCESSIBILITY

Watch salesman
Watches and clocks
Jewelry store
Library materials (including films, filmstrips, tapes, etc.)

MOBILITY

Watchmaking (past and present)
The concept of time
Technology (tools, watch parts)
Different types of watches (skindiver, stop watch)
Terminology
Mathematics (computation of hours, minutes and seconds in "x" amount of time)
Maintenance of watches
Sales of watches and other timepieces

ACCOMPLISHMENT

Reports describing the development of the concept of time
Set up bulletin board illustrating the development of watches
Construct models of ancient time keepers (hour glass, sun dial)
Reports describing different watches and their uses in contemporary society
Design watch faces and bands
Roleplay watch repairman and customer
Cut out magazine advertisements and compare prices and styles of timepieces

ACCESSIBILITY	Diamond salesman Jewelry store Pamphlets from jewelry store Library materials
MOBILITY	Customer relations Technology of diamond setter Fashion, diamond cuts and sales of diamonds for non-industrial uses Industrial uses of diamonds Sources of diamonds Methods used in processing and transporting diamonds Synthetic diamonds Custom regulations on importing and exporting of diamonds
ACCOMPLISHMENT	Roleplay diamond salesman and perspective diamond buyer Describe the tools used by a diamond setter Chart describing the qualities of a diamond Cut out pictures from magazines depicting different diamond settings Compute point value of diamonds Construct product maps Reports describing industrial use of diamonds Charts illustrating industrial uses of diamonds Charts illustrating processing and transporting of diamonds Reports describing the process of producing imitation diamonds Roleplay customs inspector and tourist

ACCESSIBILITY

Jewelry repairman
Jewelry store
Jewelry
Library materials

MOBILITY

Technology
Mathematics (computation of cost)
Different types of jewelry (necklace, pin, etc.)
Terminology
Difference of fine quality jewelry and reproductions
Processes used in obtaining precious gems
Precious metals, gems and pearls (processes to obtain and cultural values)
Customer relations
Care of fine jewelry

ACCOMPLISHMENT

Roleplay jewelry repairman and customer
Compute cost to repair an article of jewelry
Articles describing skills of jewelry repairman for class newspaper
Chart illustrating tools
Collect pictures from magazines showing different types of jewelry for men and women
Describe the different types of precious gems, pearls, and metals in oral and written reports
Construct product maps
Reports describing transportation methods used in shipping gems and precious metals
List other uses for precious metals other than for jewelry
Estimate values of items of jewelry

ACCESSIBILITY

Manager
Jewelry store
Sales receipts
Repair tickets
Library materials

MOBILITY

Services offered to community (engraving, diamond sales, appraisal, bridal registry)
Customer relations
Financial aspects (overhead, profit)
Luxury tax
Different types of jewelry sold
History (jewelry of the past)
Contemporary jewelry fashions

ACCOMPLISHMENT

Roleplay storeowner and customer
Construct model jewelry store and carry on normal procedures (receipts, pick up cards)
Compute cost of an item of jewelry, including taxes
Charts showing the different types of jewelry
Reports describing the uses and styles of jewelry in different eras of history
Display different types of jewelry (costume, heirlooms, fine jewelry, contemporary)
Create pieces of jewelry
Make booklets describing the jewelry used by different ethnic groups (Indians, Eskimos)

■

THE GREENHOUSE ■	OCCUPATIONS ■	Clerk
		Floral designer
		Grower

SAY IT WITH FLOWERS!

So many times in our lives we have given flowers to express such sentiments as joy, happiness, sorrow, love. We have used them to make social events more festive. Often we call a florist in the morning and expect to have flowers delivered in the afternoon. Have we ever stopped to think of the people, the time, the effort involved from the day the seed is planted until the moment the delivery man rings our doorbell?

The florist, as *an organizing center*, can be the means of having children learn to appreciate what goes on behind the scenes. This study of the *person-in-the-occupation* can set the stage for introducing them to social amenities of friendship, an area that may be forgotten in our increasingly technological world.

An imaginative *ABLE* teacher could use this topic as a springboard for going into the study of ecology as well as for developing interest in plant life. When one uses *a life-centered approach* to teaching, there are few limits to the possibilities available.

ACCESSIBILITY

Clerk
Florist shop
Library materials (including films, filmstrips, tapes, etc.)

MOBILITY

Customer-clerk relations
Mathematical skills (money changing)
Holidays
Economics
Delivery methods
Geography

ACCOMPLISHMENT

Involve parents in discussion and write about how much of one's income should be spent on flowers
Roleplay clerk and customer ordering flowers
Figure out money exchanges
Figure out quantities of floral arrangements for a wedding or other social gathering
Make a chart showing cost of a variety of floral arrangements
Write a report on the floral needs of the community
Make a display of the kinds of flowers most in demand in the community
Hold a panel on the problems of a florist
Report on the risks involved in being a florist
List the occasions on which people send flowers
Have a play to illustrate holidays and the flowers associated with them
Describe the transportation used to insure fresh merchandise

ACCESSIBILITY

Designer
Designer school
Florist
Library materials
Posters
Songs

MOBILITY

Artistic skill
Appreciation of art (use of colors, shapes)
Letter writing
Poetry
Music
Sense-awareness (sight, smell, touch)
Cultural traditions

ACCOMPLISHMENT

Cut out and display magazine pictures of floral arrangements
Make and display arrangements for holidays
Write letters to a designer school for information on kinds of arrangements
List materials needed by a floral designer
Report on ways of keeping flowers fresh
Draw pictures of floral arrangements
Pantomine sentiments expressed by giving flowers
Study symbolism of various flowers
Sing songs about flowers
Write poetry about flowers
Use real flowers as catalysts to expressions about sense awareness
Save money to send flowers for Mother's Day

ACCESSIBILITY

Grower
Greenhouse
Library materials
Posters
Catalogues of supply houses

MOBILITY

Botany
Chemistry (soil analysis and temperature control)
Vocabulary development
Agriculture
Ecology

ACCOMPLISHMENT

Report on work hours and duties required of a grower
Plant seeds and bulbs
Make a bulletin board showing kinds of soil
Report on importance of temperature control
Make a chart showing parts of a flower
Report on the care of a plant from seed to full bloom
Describe methods of killing bugs
Describe methods of fertilization
Make a picture file showing conditions necessary for growth of plants
Make a map to show where the most common flowers grow
Interview parents re: Why aren't there many commercials on flowers?
Describe how plant leaf looks under microscope

■

THE RESTAURANT ■	OCCUPATIONS ■	Manager
		Chef
		Hostess
		Waiter/waitress

"Let's eat out tonight." How many times have you heard a member of your family make that statement? Sometimes we forget how much we are away from home cooking and how often we rely upon restaurants.

Using the restaurant as *an organizing center* encompasses many avenues of correlated learning areas. For example, a teacher may explore the idea of manners or the art of relating to other people. Health, science, and mathematical skills also come to mind. Still others may say, *"Ah, here's where we eat our way through Social Studies."*

Breaking bread together has been a time-honored custom. The more we relate school studies to fundamental human activities, the closer we are to using the built-in motivation of life-centered content.

ACCESSIBILITY

Manager
School cafeteria
Restaurant
Library materials (including film, film strips, tapes, etc.)

MOBILITY

Mathematics (income, expenditures, tallying costs)
Employer-employee relations
Customer relations
Letter writing skills
Conversational skills
Vocabulary skills
Government licensing

ACCOMPLISHMENT

Interview parents about how they use restaurants and share findings
Interview manager for newspaper article
Roleplay ordering supplies, hiring personnel
Construct a model restaurant
Visit a restaurant for lunch
Visit school cafeteria and compare operations with outside restaurant
Write reports using technical vocabulary
Report on franchising
Report on trade related to holidays, seasons, birthdays, etc.
Discuss locations for restaurant
Detail community services needed for enterprise (water, garbage disposal, power)

ACCESSIBILITY

Chef
Chef's utensils
Library materials
Kitchen

MOBILITY

Health (cleanliness)
Science (chemistry)
Mathematics (measurement)
Vocabulary skills
Writing skills (abbreviations)
Judgment, logic, sequence
Cooking skills
Ethnic customs
Geography

ACCOMPLISHMENT

Construct model kitchen
Prepare various dishes (mixture proportions, size of portion)
Make a booklet of menus (appearance of foods, serving order)
Roleplay chef discussing operations of week's business (profit, labor)
Construct bulletin board of duties of kitchen help
Report about work in the kitchen area as it affects human feelings
Write to chef schools for information
Interview parents and other adults for recipes
Report on ethnic customs
Map work involving foods around the world

ACCESSIBILITY	Hostess Restaurant Menus Library materials
MOBILITY	Conversational skills Vocabulary development Mathematical skills Personal grooming Public relations
ACCOMPLISHMENT	Roleplay hostess seating people, handling complaints, ringing up check Write thank you letters Report on daily schedules Construct a model restaurant with emphasis on hospitality Contrast drive-in restaurant business with sit-down dinner atmosphere Interview adults about their favorite eating places and share findings Arrange school cafeteria as a social environment (flowers, music, helpers)

ACCESSIBILITY

Waiter/waitress
Restaurant
Library materials

MOBILITY

Vocabulary development
Communication skills, especially listening and writing
Mathematical skills
Interviewing techniques
Table manners

ACCOMPLISHMENT

Set up proper place settings
Roleplay taking orders, serving food in classroom
Write out orders
Tally total price of meals
Bulletin board display of various orders
Act as a waiter/waitress in school cafeteria
Interview health inspector for information about health habits
Cut out table arrangements from magazines
Make centerpieces for dining tables for use at home
Exhibit table settings in school cafeteria

THE SCHOOL	OCCUPATIONS	Teacher
		Principal
		Nurse
		Secretary
		Custodian
		Cook
		Social Worker
		Counselor

MINI-UNIT I: *SCHOOL AS A WORK COMMUNITY*

This study can be helpful in three ways:

1. Students will see the school as a small community. They will study the occupations which contribute to the successful operation of this small community.
2. Students will meet the "World of Work" first hand.
3. By learning more about the various persons-in-the-occupations, students will be able to discuss the interrelatedness of their roles in the school community.

School unity can be developed through better understanding of occupational roles.

The school is a fertile place to start in an initial exploration of the "World of Work" because all of the resource personnel are close at hand. Teachers could devote as much time as they deemed necessary to this study without having to make elaborate long range plans.

The term mini-unit means exactly what the name implies, a rather small-unit which can be covered in a relatively short time. The mini-unit concept has been incorporated into the study of the school because the school is sort of a mini-society or a microcosm.

What is the value of the mini-unit?

1. A teacher (or student teacher) can present a complete *ABLE-style* unit in a short amount of time.
2. The mini-unit will provide a dynamic demonstration of the *ABLE* concept, *"Take an idea and see where it leads you"*. The mini-unit provides an organizing center that is near, alive, and full of worthwhile content.

ACCESSIBILITY

Teacher
School

MOBILITY

Teaching as an occupation
School as a socializing institution
Learning
Management

ACCOMPLISHMENT

Make a bulletin board showing the work of the teacher
Discuss the freedom of the teacher to make decisions
Discuss how a teacher influences children
Write a news article about a current project in the school
Roleplay teacher starting a group to work; explaining work to a student who doesn't understand; talking to principal; talking to parents

ACCESSIBILITY

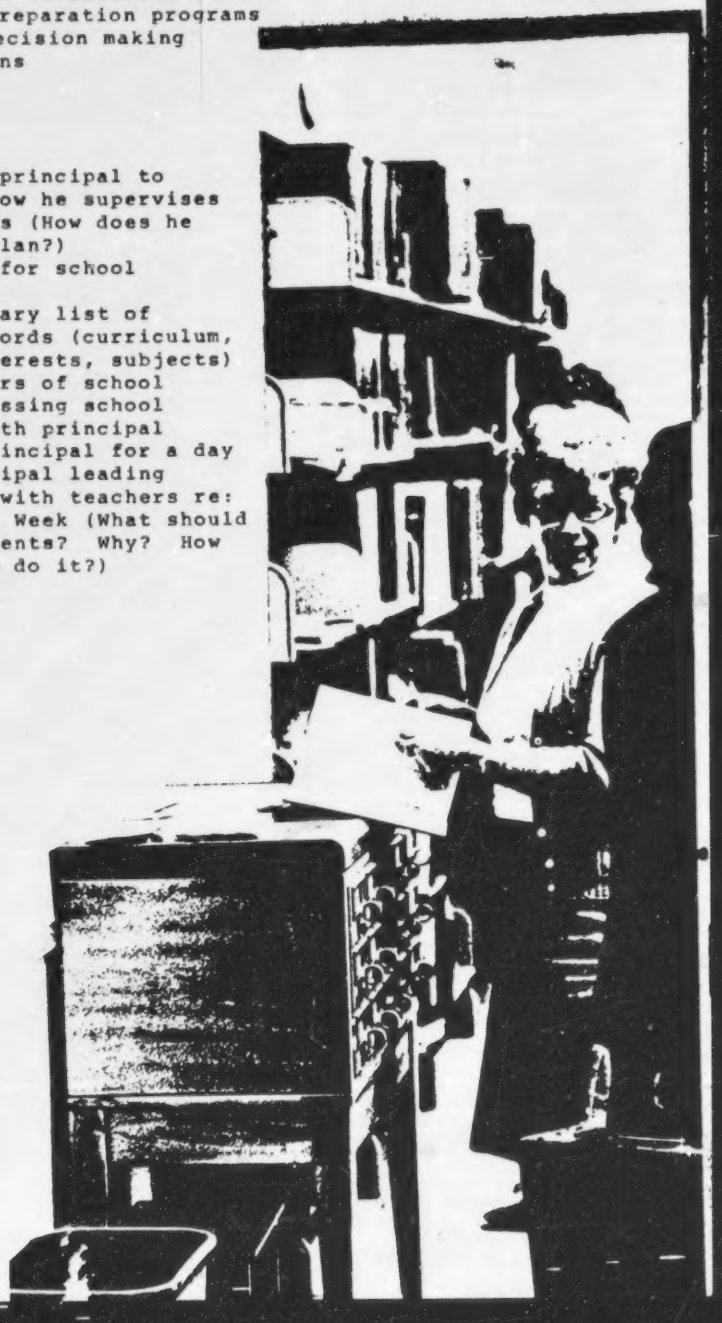
Principal
School office

MOBILITY

Role of the school
principal as educational leader
Professional preparation programs
Management - Decision making
Public Relations

ACCOMPLISHMENT

Interview the principal to
determine how he supervises
his teachers (How does he
help them plan?)
Write article for school
newspaper
Make a vocabulary list of
technical words (curriculum,
lesson, interests, subjects)
Roleplay members of school
board discussing school
projects with principal
Intern with principal for a day
Roleplay principal leading
discussion with teachers re:
Open School Week (What should
we show parents? Why? How
can we best do it?)



ACCESSIBILITY

School nurse
Nurse's office
Stethoscope
Scale
Audio-meter

MOBILITY

Health
History
Human relationships
Safety
Vocabulary

ACCOMPLISHMENT

Make a chart of class heights, weights, and measurements
Make medical tags
Discuss basic first aid procedures
List common "incidents" when a school nurse is needed
Roleplay nurse and mother discussing health habits of children
Discuss childhood diseases
Exhibit "tools" used by nurse
Review rules of safety to avoid accidents

ACCESSIBILITY

School secretary
School business office
Intercom
Typewriter
Adding machines
Photo copy machine

MOBILITY

Training for secretarial work
English
Bookkeeping
Filing
Record keeping
Human relations

ACCOMPLISHMENT

Use alphabetizing and filing skills in learning center
Record the way they have spent their money or how they used their time
Roleplay telephone discussions with parents, newspaper reporters, business people
Roleplay face-to-face discussions with teachers, children
Write news article about office activities
Compare school secretary's work to those working in other businesses

ACCESSIBILITY

Custodian
Custodian's workshop
School

MOBILITY

Heating, lighting, water services
Maintenance of building and grounds
Sanitation and waste disposal
Human relationships
Technology
Vocabulary

ACCOMPLISHMENT

Report about the heating systems in school and home
Discuss landscaping of school and maintenance of grounds
Report how waste is disposed of by the school, by the community
Discuss how the custodian relates to school community
Write about the people in the community who do business with the custodian
List tools and supplies used by the custodian to clean, to repair - make a dictionary to show other classes

ACCESSIBILITY

Cook
School cafeteria

MOBILITY

Food preparation for large groups
Measurement
Geography
History
Health - standards of cleanliness for kitchen workers
Vocabulary development

ACCOMPLISHMENT

Report about a special food from their country of national origin
Make up a recipe booklet
Prepare selected foods
Write article about school cook for class newspaper
Make a dictionary of cooking implements
(picture for primary grades)

ACCESSIBILITY	Social worker Social worker's office
MOBILITY	School and community services Communication skills History Morals
ACCOMPLISHMENT	Roleplay a meeting of social workers preparing for the school year Write an article about the social worker for the school paper Roleplay the social worker giving a speech to the local Chamber of Commerce

ACCESSIBILITY

Counselor
Counselor's office

MOBILITY

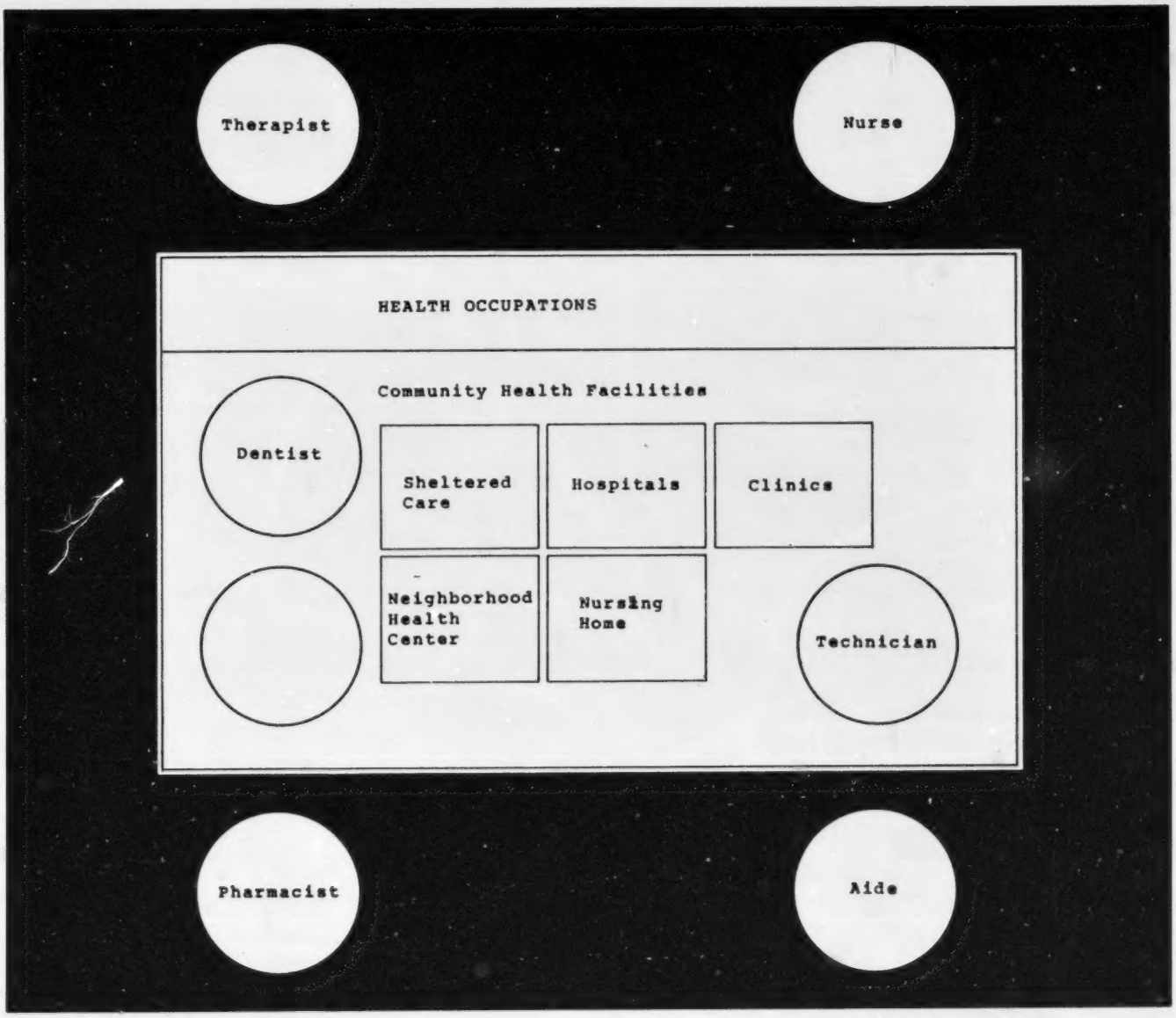
Human relationships
Psychology
Learning
Community services

ACCOMPLISHMENT

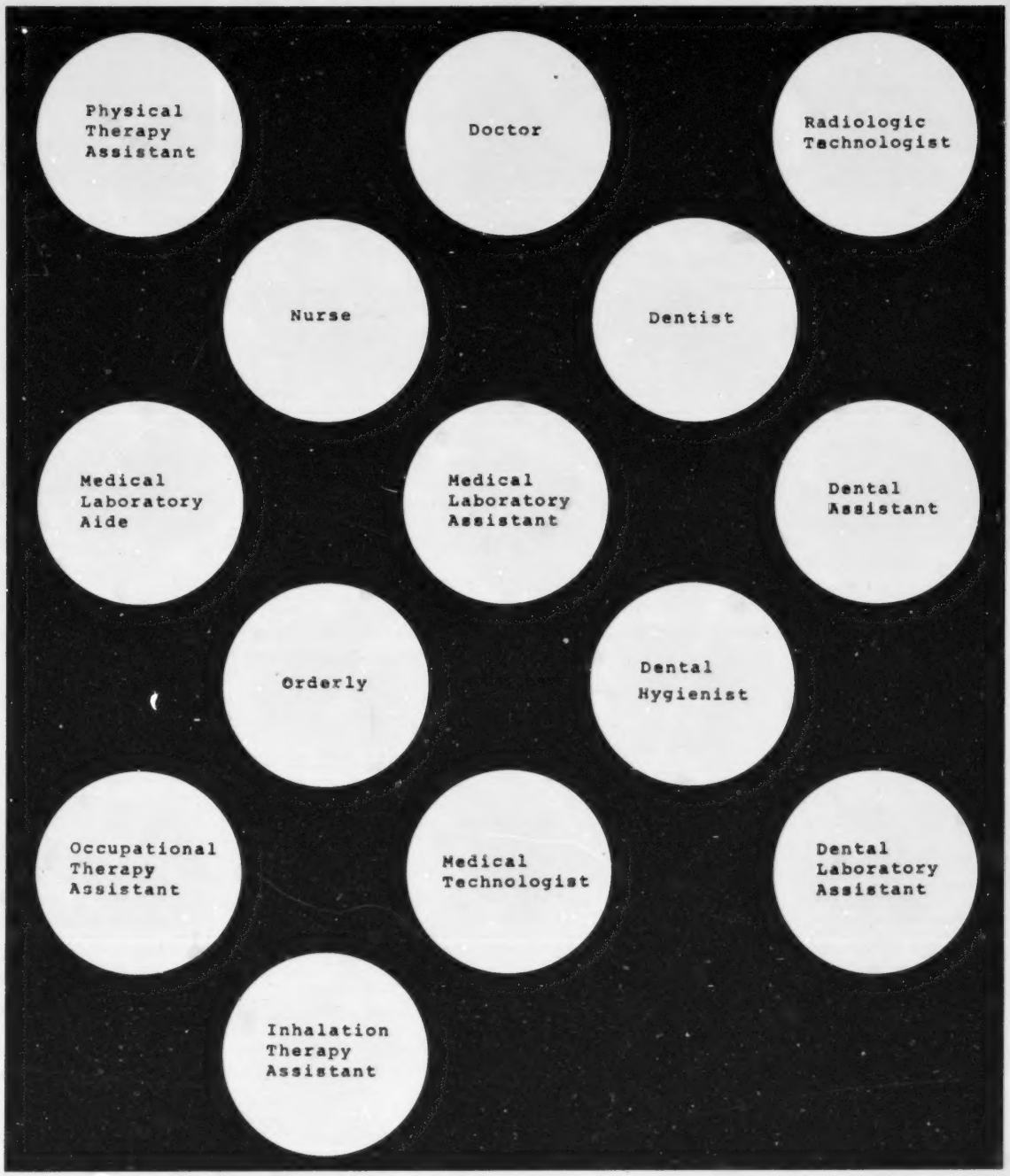
Discuss roles of helping people in community
Discuss differences between the work of a teacher and the work of a counselor
Roleplay a meeting between counselor and child
Write a news article about the work of the counselor
Roleplay a counselor reporting to the school board

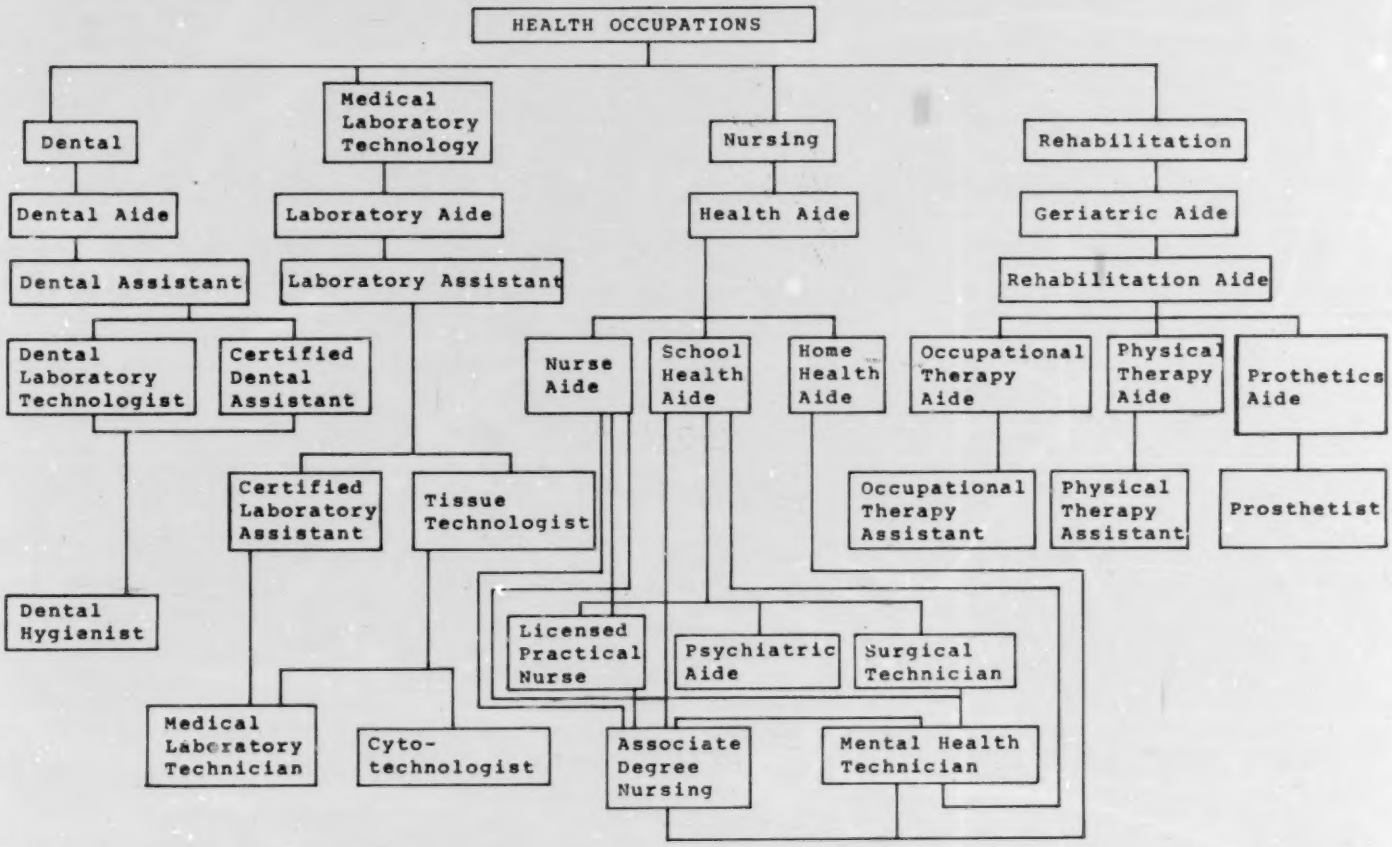
Several teachers have been helped by a quick overview of the occupations available within broad areas.

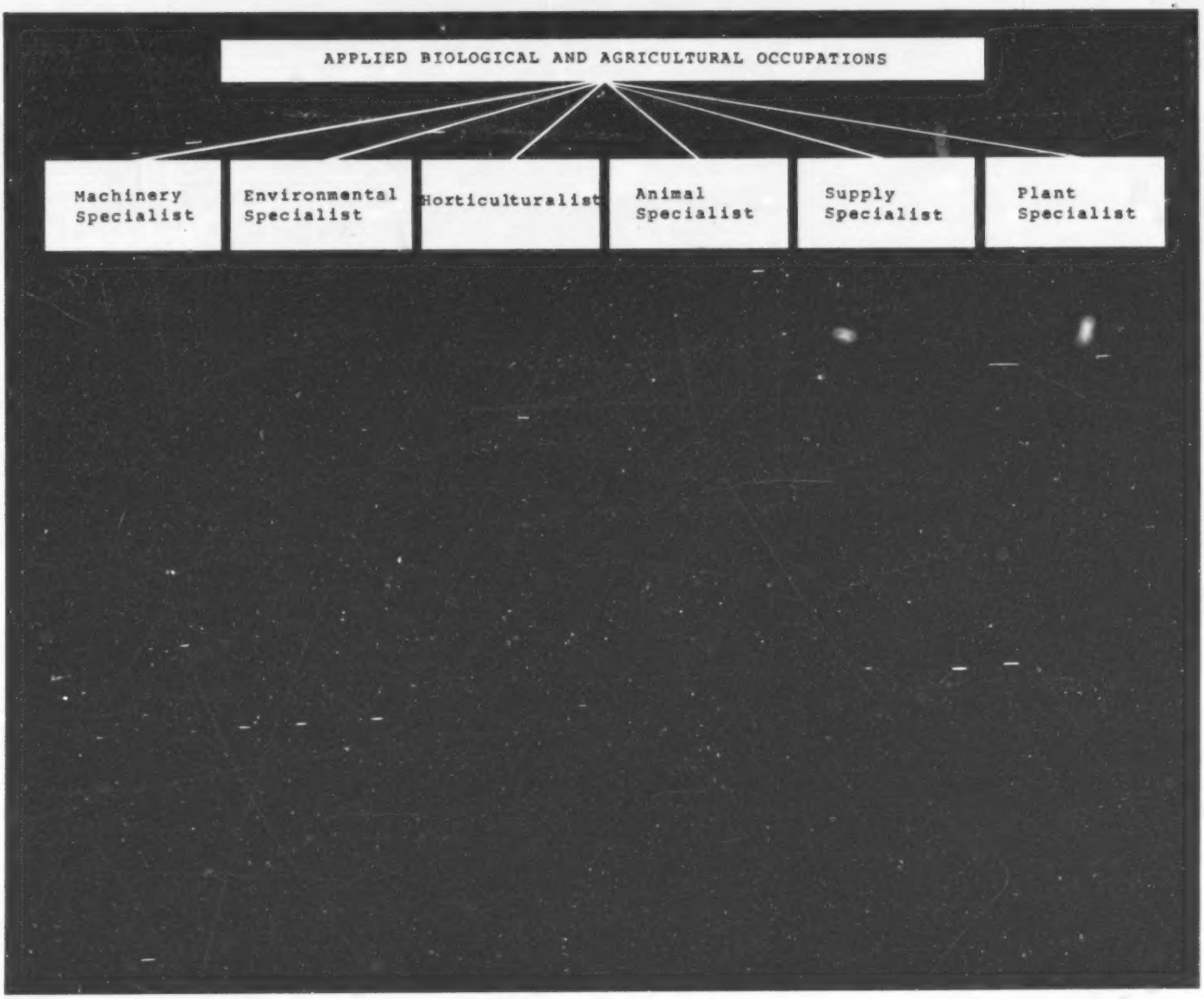
The outlines are not meant as specific guides to instruction, but rather as a quick stimulus to think about what occupations may be accessible to children.

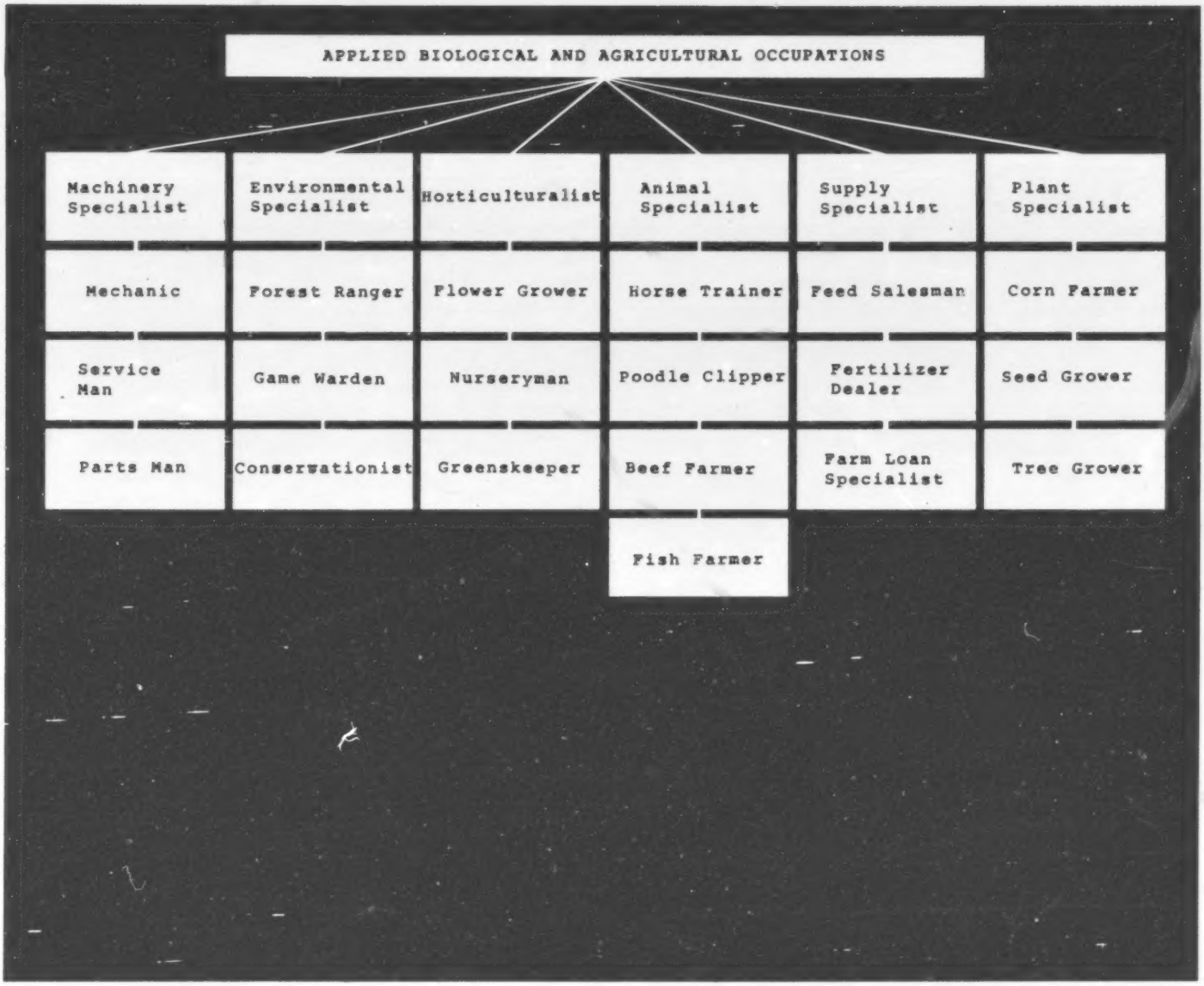

Therapist
Nurse
HEALTH OCCUPATIONS
Community Health Facilities
Dentist
Sheltered Care
Hospitals
Clinics
Neighborhood Health Center
Nursing Home
Technician
Pharmacist
Aide

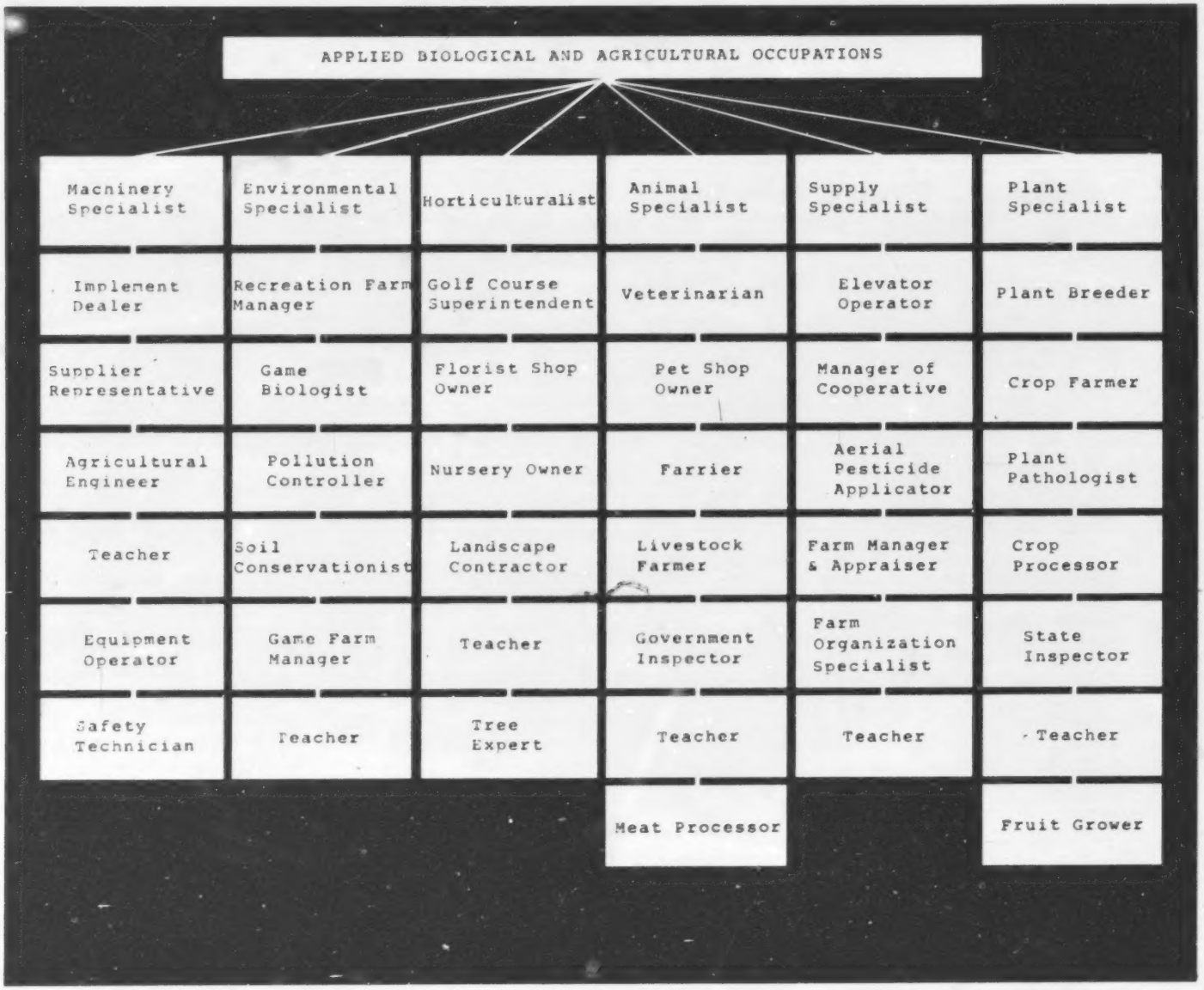
HEALTH OCCUPATIONS

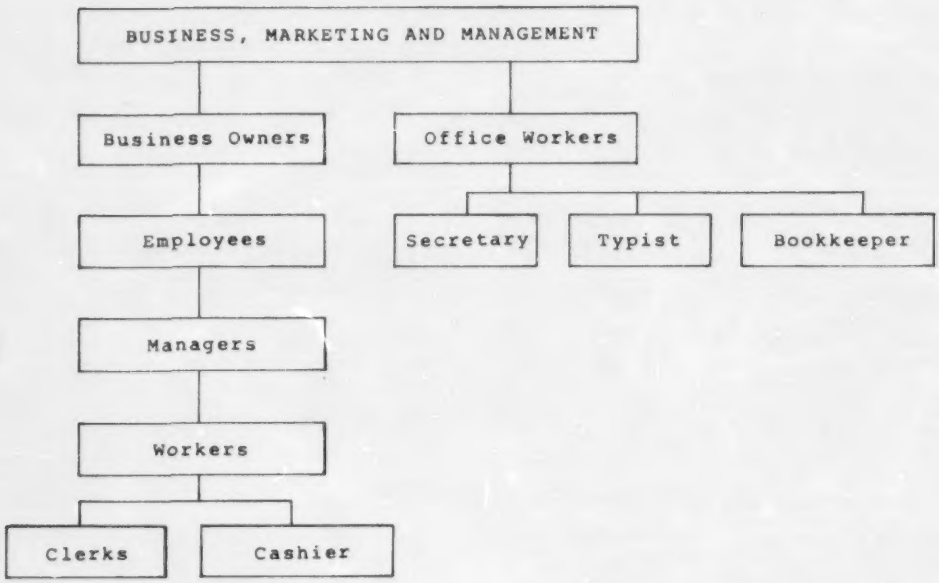


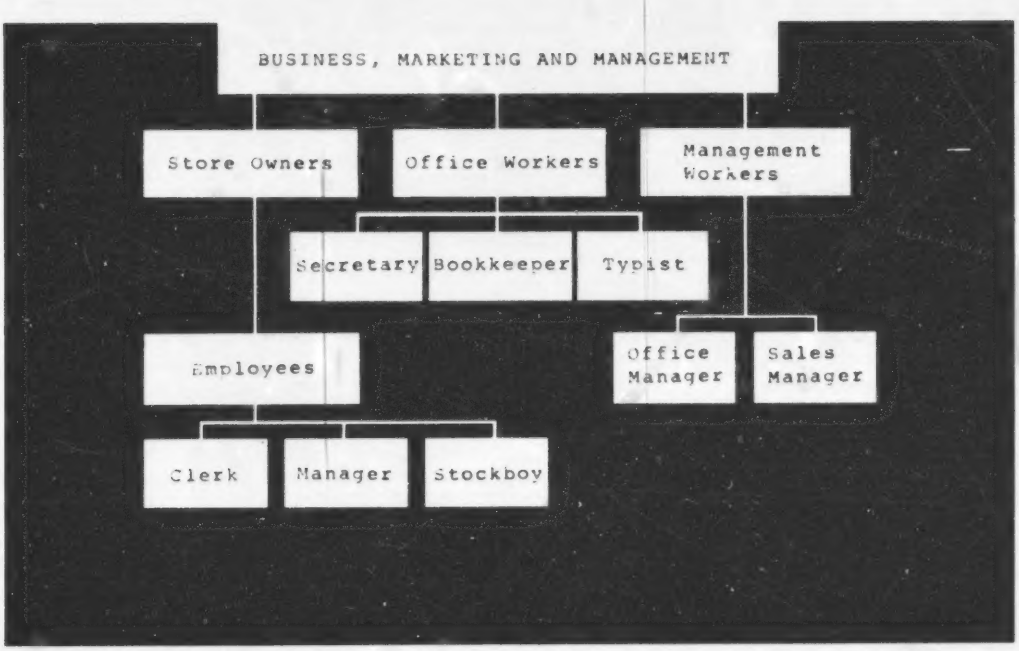

HEALTH OCCUPATIONS
Dental
Medical Laboratory Technology
Nursing
Rehabilitation
Dental Aide
Laboratory Aide
Health Aide
Geriatric Aide
Dental Assistant
Laboratory Assistant
Rehabilitation Aide
Dental Laboratory Technologist
Certified Dental Assistant
Nurse Aide
School Health Aide
Home Health Aide
Occupational Therapy Aide
Physical Therapy Aide
Prothetics Aide
Certified Laboratory Assistant
Tissue Technologist
Occupational Therapy Assistant
Physical Therapy Assistant
Prosthetist
Dental Hygienist
Licensed Practical Nurse
Psychiatric Aide
Surgical Technician
Medical Laboratory Technician
Cyto-technologist
Associate Degree Nursing
Mental Health Technician

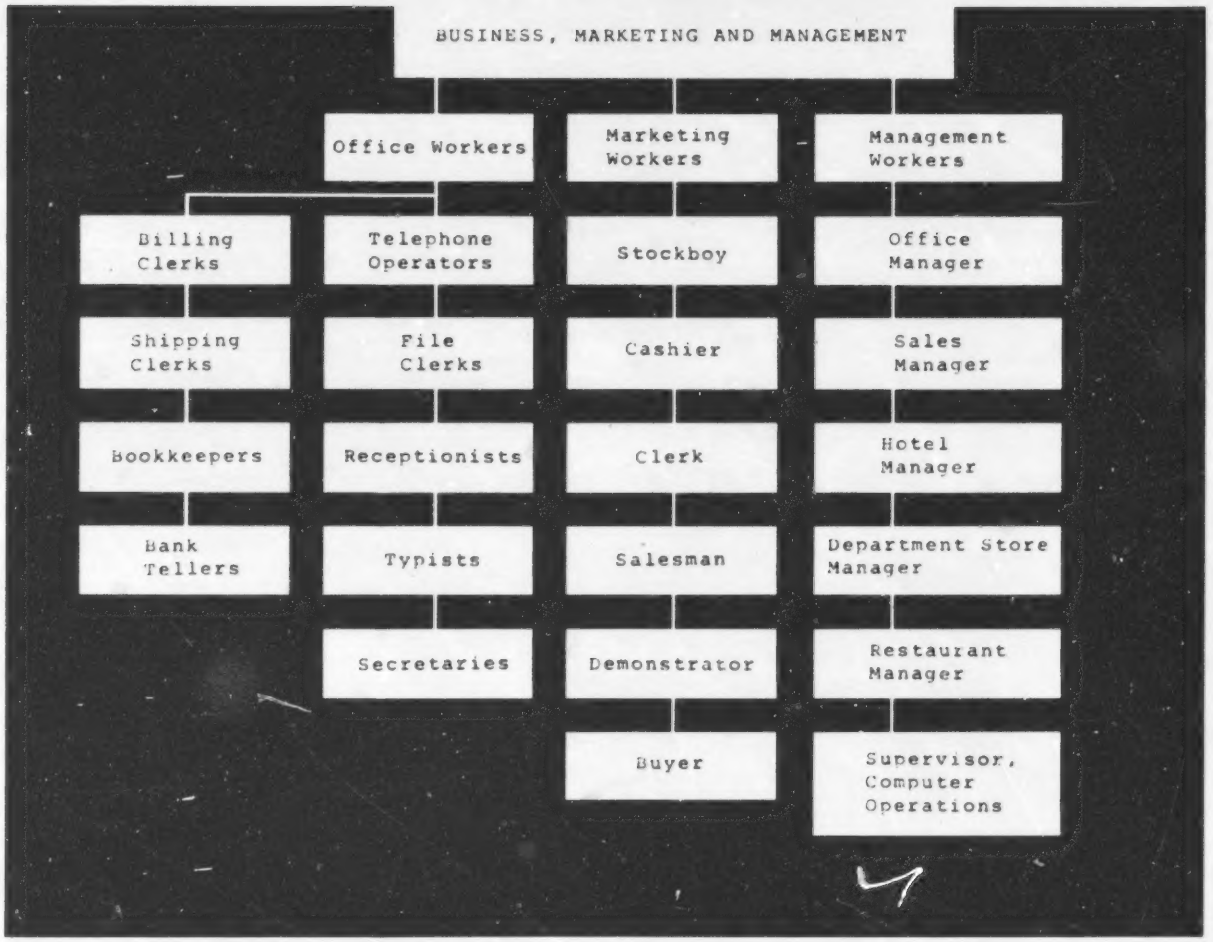

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS
Machinery Specialist
Environmental Specialist
Horticulturalist
Animal Specialist
Supply Specialist
Plant Specialist

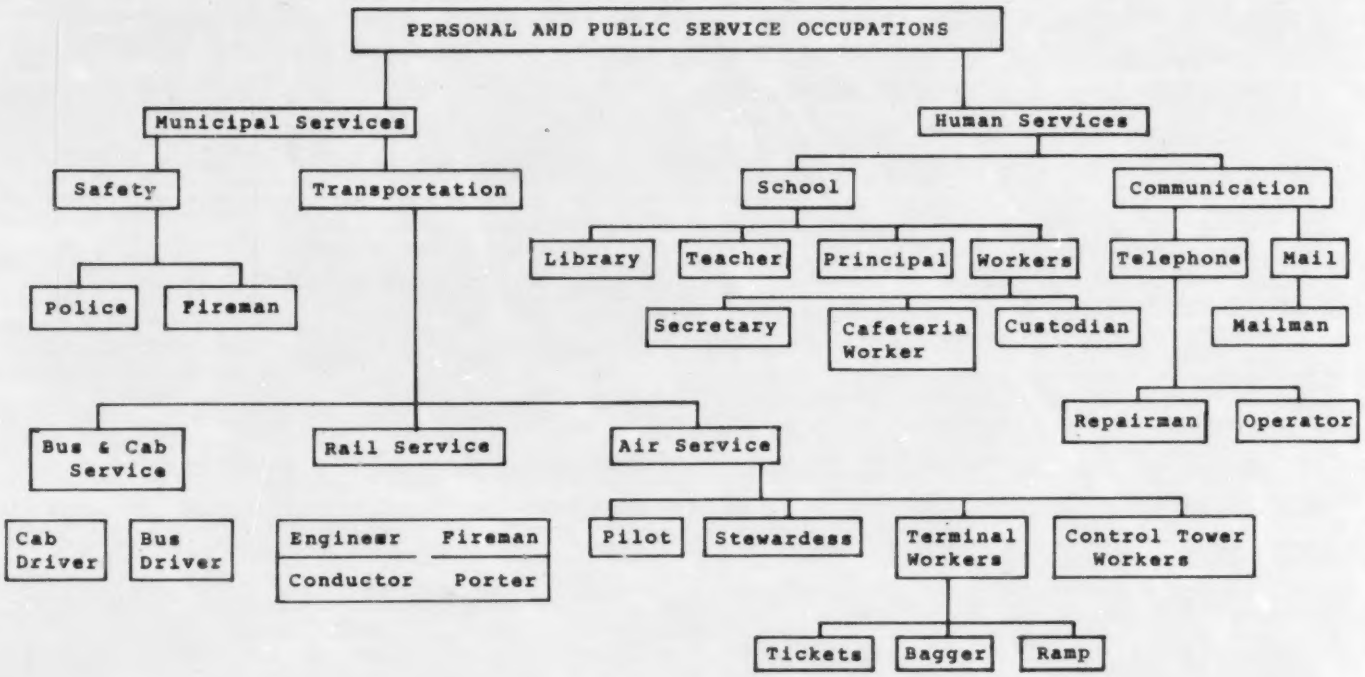

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS
Machinery Specialist
Environmental Specialist
Horticulturalist
Animal Specialist
Supply Specialist
Plant Specialist
Mechanic
Forest Ranger
Flower Grower
Horse Trainer
Feed Salesman
Corn Farmer
Service Man
Game Warden
Nurseryman
Poodle Clipper
Fertilizer Dealer
Seed Grower
Parts Man
Conservationist
Greenskeeper
Beef Farmer
Farm Loan Specialist
Tree Grower
Fish Farmer

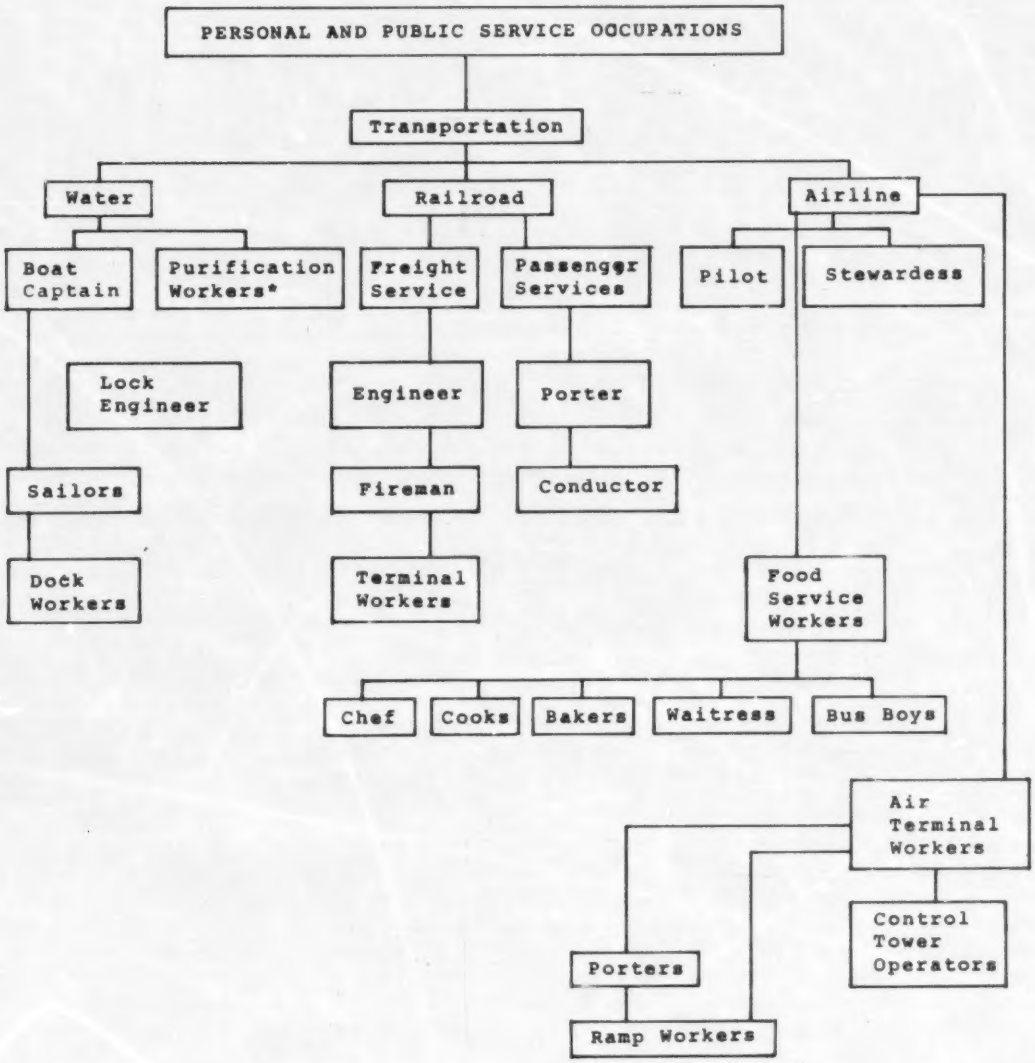

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS
Macninery Specialist
Implement Dealer
Supplier Representative
Agricultural Engineer
Teacher
Equipment Operator
Safety Technician
Environmental Specialist
Recreation Farm Manager
Game Biologist
Pollution Controller
Soil Conservationist
Game Farm Manager
Teacher
Horticulturalist
Golf Course Superintendent
Florist Shop Owner
Nursery Owner
Landscape Contractor
Teacher
Tree Expert
Animal Specialist
Veterinarian
Pet Shop Owner
Farrier
Livestock Farmer
Government Inspector
Teacher
Meat Processor
Supply Specialist
Elevator Operator
Manager of Cooperative
Aerial Pesticide Applicator
Farm Manager & Appraiser
Farm Organization Specialist
Teacher
Plant Specialist
Plant Breeder
Crop Farmer
Plant Pathologist
Crop Processor
State Inspector
Teacher
Fruit Grower


BUSINESS, MARKETING AND MANAGEMENT
Business Owners
Office Workers
Employees
Secretary
Typist
Bookkeeper
Managers
Workers
Clerks
Cashier

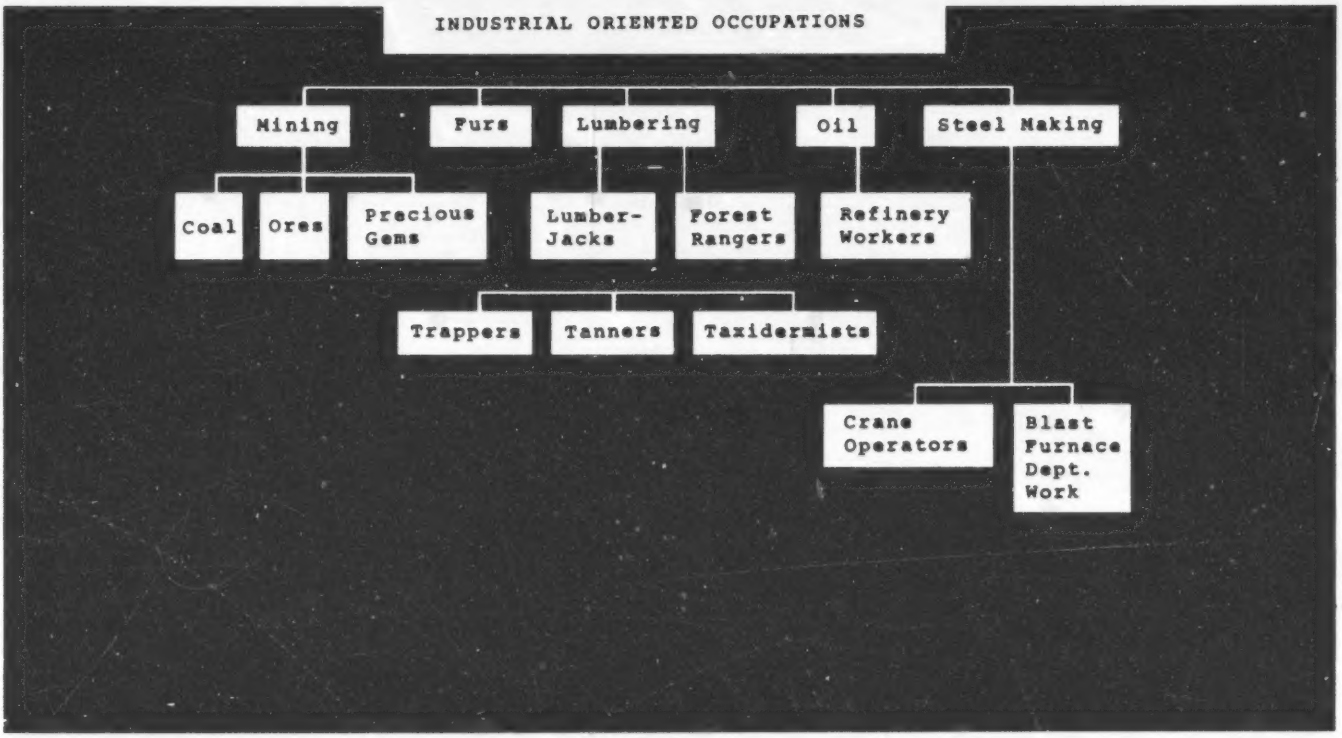

BUSINESS, MARKETING AND MANAGEMENT
Store Owners
Office Workers
Management Workers
Secretary
Bookkeeper
Typist
Employees
Office Manager
Sales Manager
Clerk
Manager
Stockboy

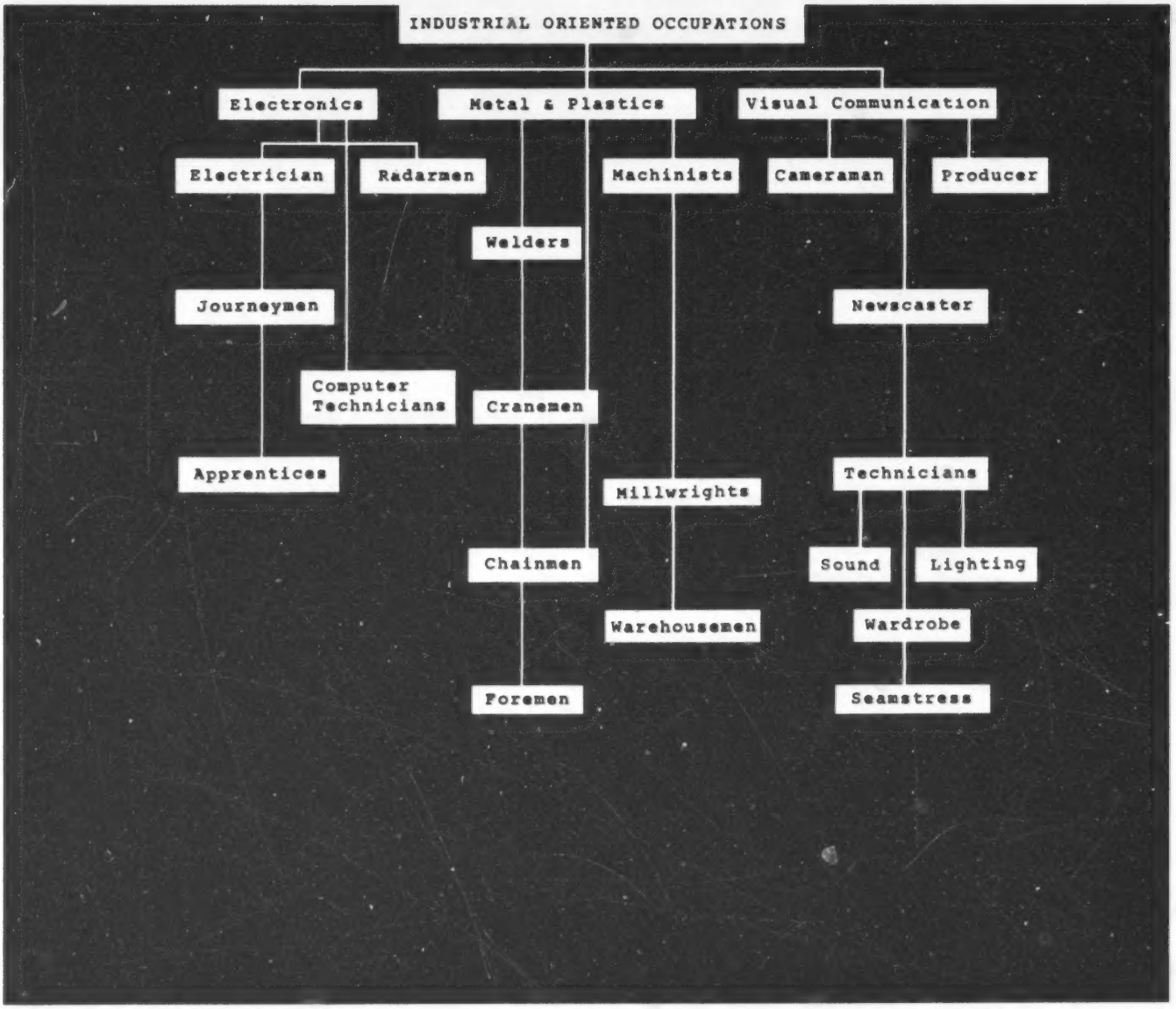

BUSINESS, MARKETING AND MANAGEMENT
Office Workers
Marketing Workers
Management Workers
Billing Clerks
Telephone Operators
Stockboy
Office Manager
Shipping Clerks
File Clerks
Cashier
Sales Manager
Bookkeepers
Receptionists
Clerk
Hotel Manager
Bank Tellers
Typists
Salesman
Department Store Manager
Secretaries
Demonstrator
Restaurant Manager
Buyer
Supervisor, Computer Operations


PERSONAL AND PUBLIC SERVICE OCCUPATIONS
Municipal Services
Human Services
Safety
Transportation
School
Communication
Police
Fireman
Library
Teacher
Principal
Workers
Telephone
Mail
Secretary
Cafeteria Worker
Custodian
Mailman
Repairman
Operator
Bus & Cab Service
Rail Service
Air Service
Cab Driver
Bus Driver
Engineer
Fireman
Conductor
Porter
Pilot
Stewardess
Terminal Workers
Control Tower Workers
Tickets
Bagger
Ramp



*Water purification workers are a part of municipal services.


INDUSTRIAL ORIENTED OCCUPATIONS
Mining
Furs
Lumbering
Oil
Steel Making
Coal
Ores
Precious Gems
Lumber-Jacks
Forest Rangers
Refinery Workers
Trappers
Tanners
Taxidermists
Crane Operators
Blast Furnace Dept. Work


INDUSTRIAL ORIENTED OCCUPATIONS
Electronics
Metal & Plastics
Visual Communication
Electrician
Radarmen
Machinists
Cameraman
Producer
Welders
Journeymen
Newscaster
Computer Technicians
Cranemen
Apprentices
Millwrights
Technicians
Chainmen
Sound
Lighting
Warehousemen
Wardrobe
Foremen
Seamstress

FOR EASE IN INFORMING STUDENTS ABOUT THE WIDE RANGE OF OCCUPATIONS THEY HAVE BEEN CATEGORIZED INTO FIFTEEN BROAD CLUSTERS. THE LISTING BELOW SHOWS THE SEQUENCE OF ASSIGNED CLUSTERS BY GRADE LEVEL. THE TEACHER IS FREE TO TOUCH ON OTHER CLUSTERS AS WELL.

GRADE LEVEL	ASSIGNED CLUSTER
FIRST	PUBLIC SERVICE, HEALTH OCCUPATIONS
SECOND	AGRI-BUSINESS OCCUPATIONS, CONSUMER HOMEMAKING, AND RELATED OCCUPATIONS
THIRD	HOSPITALITY-RECREATION, PERSONAL SERVICES
FOURTH	MARKETING AND DISTRIBUTION, CONSTRUCTION
FIFTH	COMMUNICATIONS AND MEDIA, TRANSPORTATION
SIXTH	ENVIRONMENTAL CONTROL, MANUFACTURING
SEVENTH*	BUSINESS OFFICE, FINE ARTS AND HUMANITIES, MARINE SCIENCE
EIGHTH & NINTH	INDIVIDUAL REVIEW AND EXPLORATION
TENTH, ELEVENTH & TWELFTH	SPECIFIC TRAINING

*BY THE END OF THE SEVENTH YEAR ALL STUDENTS WILL HAVE HAD MINIMAL EXPOSURE TO ALL CLUSTERS.

THE BOWLING GREEN, KENTUCKY PUBLIC SCHOOLS ARE USING THIS FRAME OF REFERENCE FOR ORGANIZING THE WORLD OF WORK FOR CHILDREN FROM FIRST GRADE THROUGH TWELFTH. THE CLUSTER GROUPINGS ARE DRAWN FROM MATERIAL DISSEMINATED BY THE UNITED STATES OFFICE OF EDUCATION.